SPECIAL DOUBLE ISSUE
CELEBRATING THE MILLENNIUM

ASSOCIATION FOR VOLUNTEER ADMINISTRATION

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THE JOURNAL OF VOLUNTEER ADMINISTRATION

ASSOCIATION FOR VOLUNTEER ADMINISTRATION

The mission of the Association for Volunteer Administration (AVA), an international membership organization, is to promote professionalism and strengthen leadership in volunteerism. Members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students—anyone who shares a commitment to the effective utilization of volunteers.

Membership in AVA is open to salaried and non-salaried persons in all types of public, non-profit, and for-profit settings who choose to join with AVA to promote and support effective leadership in volunteerism.

AVA is an association run by its members. Active committees include: Professional Development, Resource Development, Pluralism, Marketing, and Professional Issues. Members also plan the annual International Conference on Volunteer Administration, a major event held each year in a different city in the United States or Canada. This conference provides participants the opportunity to share common concerns and to focus on issues of importance to professionalism.

Two major services that AVA provides, both for its members and for the field at large, are the Certification Program and the Educational Endorsement Program. Through the certification process that recognizes leaders of volunteer programs who demonstrate professional performance standards, AVA furthers respect for and appreciation of the profession of volunteer administration. Similarly, AVA educational endorsement is given to those workshops, courses, conferences, and training events that provide opportunities for professional growth in volunteer management.

Finally, AVA produces publications including informational newsletters and booklets and *THE JOURNAL OF VOLUNTEER ADMINISTRATION.*

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Introduction from Guest Editors

We are very excited to present this special, millennial issue of *The Journal of Volunteer Administration.* Our great enthusiasm emanates from the many "firsts" this issue represents — both for the profession of Volunteer Administration and for *The Journal* itself. This special "Millennial Double Issue" of *The Journal of Volunteer Administration* represents ...

- The first time a single publication has intentionally examined our profession through the three distinct lenses of PAST, PRESENT and FUTURE: a detailed look back at the development of volunteer administration, a look at cutting-edge issues and ideas relevant to today, and a comprehensive look at future trends impacting our profession in the years to come;
- The first time this publication has been edited and assembled almost exclusively via e-mail and teleconferencing. Clearly we are existing in the Technological Age, where barriers are lifted and new ways of working together are being created daily. Not surprisingly, this makes possible another "first" for this publication...
- The first time this journal has been put together by an editorial team that spans international borders, partnering a Canadian and an American as co-editors (with a *great* deal of assistance from Barbara Wentworth, AVA Board of Directors Chair of Communications, and Katie Campbell, AVA Executive Director). We are proud of how this accurately reflects the global expansion of interest and involvement in shaping our profession's vitality and future.

Inside, you will hear from many familiar and beloved voices — those pioneers, visionaries and leaders who have guided our profession with conviction and insight through the years. And you will hear from those "up and coming" folks who will most certainly become the pioneers, visionaries and leaders of tomorrow. We are deeply grateful for their contributions to this issue of *The Journal,* for their timely responses to our request for input to this special millennial issue of *The Journal* — and more grateful still to be involved as guest editors in the tradition of disseminating such valuable information, inspiration and ideas to our colleagues in the vibrant profession called Volunteer Administration.

Laurie McCammon, M.S.Ed.
Guest Co-Editor

Melsie Waldner, RN, CVA, CAVR
Guest Co-Editor

Reflecting on the Past

ABSTRACT

This article records some peaks and valleys of our quest for a professional identity. The author, in her fourth decade as a professional in volunteer administration, shares some personal experiences and reflections and weaves them with excerpts from past issues of The Journal of Volunteer Administration.[1] As a tribute to colleagues who have contributed to the weeding and watering of our professional growth, the article augments quotes from the past with comments from colleagues of 1999. It is the author's hope that these seasoned snaps and fresh focuses will help readers to appreciate where we are today and challenge us to develop a superior portrait of our profession beyond 2000.

Developing as a Profession Snaps from the Past with a Fresh Focus for 2000

by Guest Editor
Melsie Waldner, RN, CVA, CAVR

Introduction

The year was 1967—historically ho-hum, aside from the world's first human heart transplant, the emergence of the microwave oven and the movie "The Graduate," for me it was a hallmark year. Nineteen sixty-seven marked my entrance into the profession of volunteer administration—at its embryonic stage. A sprinkling of courses (mainly for directors of volunteers in healthcare) was offered in Canada and the USA, a few booklets and newsletters were available—Harriet Naylor was just writing one of the first books for our profession, *Volunteers Today: Finding, Training and Working with Them*, and one could call colleagues at rates much costlier than today's long distance bargains! As Saskatchewan's only full time salaried coordinator of volunteer services in healthcare, I was a fledgling professional in a lonely field.

As a registered nurse, I had experienced the commitment and the camaraderie aligned with being part of a profession. I knew and appreciated the distinctives that can be applied to any profession, such as: standards of practice upheld by a code of ethics; a unique body of knowledge supported by research and publication; identification with "same field" colleagues; and regulation of the membership by professional peers. When someone asked me what I did, it was easy to be identified as a professional simply by responding that I was a registered nurse.

Nomenclature

The title, "Coordinator of Volunteer Services", was the first professional obstacle that I tripped over in 1967. Surprisingly, my continuing 33-year professional career—in volunteer administration, services, resources, management and consulting—still finds me tripping over titles. Experience has taught me the value of verbal somersaults such as, " ... think of me as the human resources or personnel manager for unsalaried staff." While I am not "hung up" on titles, I sometimes ponder our continuing need to explain who we are by comparing or paralleling with other professions. Is nomenclature a reason why our development as a profession has been such a struggle—or is our name just an annoying blip on the much larger screen of our professional development?

Melsie Waldner, RN, CVA, CAVR, Licensed Lay Minister. In 1997, after three decades of healthcare directorship in both volunteer services and spiritual care, Waldner career-shifted to home-based consulting. An active member of AVA since 1980, former Region Chair and conference presenter, Waldner serves on the Certification Assessment Panel and is an editorial reviewer for *The Journal of Volunteer Administration*. She is the founding president of the Canadian Association of Volunteer Resources and has received numerous professional awards and citations. Presently Waldner is Chair and project manager of the Constitution Revision Commission for The Evangelical Covenant Church (Chicago).

A review of literature specific to the evolution of volunteer administration as an identified field of professional practice recognizes nomenclature as a major factor in our professional quest. In 1983, Sarah Jane Rehnborg submitted a paper to the University of Pittsburgh specific to a certification program for administrators of volunteers. Rehnborg said, "The process of establishing an occupational group as an acknowledged field of social practice is neither an easy nor a unique undertaking" (1983). It was not until 1976 that the Division of Classification, United States Department of Labor, accepted volunteer administrators as professional managers in its Dictionary of Occupational Titles. This status of professional inclusion was cited by Ellis and Noyes in their 1978 book, *By the People: A History of Americans as Volunteers:*

> *Another major development in volunteerism is the recent concept of it as a distinct field; even the word "volunteerism" is evidence of this new focus. There is now an ever-growing body of knowledge and expertise about volunteers which is transmitted and expanded by academic courses and a variety of associations. Leadership of volunteers, increasingly handled by salaried directors of volunteers, has even gained the status of inclusion in the latest Directory of Occupational Titles. Research into the nature and scope of volunteering has become more sophisticated, and new articles and books appear continuously (Ellis & Noyes,1990).*

Distinctives

Our quest for the professional distinctive of a unique body of volunteer administration knowledge, supported by research and publication, was supported by *The Journal of Volunteer Administration.* In January 1983, Founding Editor Susan J. Ellis wrote, *"The Journal* documents the development of our field of volunteer administration and is therefore part of making our profession credible." Writing in *AVA Update* (1983), Ellis enthusiastically promoted the goal of placing *The Journal* "in the library of every major university in the country."

The Journal's articles in support of research included the survey results of "Moving Toward Professionalism: Volunteer Administrators in Pennsylvania" (Heisy & Heitmueller, 1984). At the conclusion of this article, the authors affirmed that "volunteer administrators in Pennsylvania have a tremendous amount of networking and advocacy before them, if they are to truly define and shape their own profession, assuring its maintenance by its own skilled practitioners." The introduction to this same article squarely cited a major obstacle in achieving professionalism—apathy.

Professional Apathy

The significance of apathy came in the form of a quotation from the late Vern Lake, then Chief of Volunteer Services in the Minnesota Department of Public Welfare, within his article, "Beyond Professionalism" (1982). Lake pointed out that volunteer administrators "feel they deserve to be recognized as a profession among the professions. Yet, it is not always clear as to what kind of recognition is sought. Progress has been made, but we are still far from being recognized as a profession among the professions. The possibility has not even occurred to some. To others, it lacks urgency, even interest" (Lake, 1982).

Professional Pride

Pleasingly, the pendulum of professional disinterest has swung toward professional pride during the decades since Lake penned his words. In an AVA Survey on Employer Recognition, researcher Joanne Patton wrote, "There is reason for celebration in the field of volunteer administration, because its members are finally beginning to see themselves as professionals!" (1990).

It was equally encouraging for this

writer to review opinions and projections, written in September 1999 by colleagues in the profession (in response to an AVA questionnaire) reflecting pride and confidence in our profession. Nancy Macduff wrote that "building respect for the profession of [the] volunteer administrator" needs to be a major focus in the millennium. Jeanne Bradner affirmed, "Volunteer administration is understood by boards and management as a demanding profession that requires specific professional competencies and ethical principles." The challenges that most resonated with me came from three colleagues who "said it like it is:" Gerald Pannozzo, CVA, asserted, "The profession needs to come out of the closet;" author Sue Vineyard avowed, "We must become better advocates and 'horn-blowers' for our profession;" and Carol Friedland declared, "AVA speaks for the profession and should speak with a loud voice. We must get over our reticence, our natural inclination to put our own needs last."

Friedland's statement was a stark reminder that the onus is on us, the members of the profession, to profile and proclaim our profession. We do a great job of profiling and proclaiming volunteers and programs—and I will be the first to applaud the value and virtues of volunteers and their astounding accomplishments. As professionals in volunteer administration, we must be in the business of supporting volunteerism worldwide. But in championing the causes of volunteerism, has the profession of volunteer administration been relegated to the rumble seat? We must become much more intentional about professional awareness. What about including a special celebration for the profession of volunteer administration during National Volunteer Week?

The aforementioned challenge was my anemic suggestion. It pales in comparison to Nan Hawthorne's announcement as it appears, during the writing of this article, on the internet: "ANNOUNCING: The First Ever International Volunteer Program Managers Appreciation Day! December 5, 1999." Yes, a self-appointed steering committee of volunteerism practitioners are proclaiming a day for us. Celebrations are planned, including a scheduled cyber-party. While this copy of *The Journal* will be distributed after VPM Day, I salute the steering committee and encourage readers to surf the net for updates and reports—beginning with the web site http://www.nonprofitspace.org/vpm-day/.

Hallmarks

Pardon my leap from the eighties to high-tech happenings. Now I must return to 1985 when the named profession of volunteer administration was achieving significant professional hallmarks. AVA's printed code of ethics and standards of practice statements challenged professionals to "live it." The professional goals of credentialing, monitoring and recognition of the members by the members had become a reality. An awards program was enjoying success. A performance-based certification program was in its third year—the professional credential of Certified in Volunteer Administration (CVA) was achievable.

In the 1986-87 issue of *The Journal,* newly certified members reflected on the profession through the publication of their "Philosophy of Volunteerism" essays. I am proud to be among these early CVA's and still cherish my letter of congratulations from Winifred L. Brown, an avid advocate of the certification program. Connie Skillingstad, CVA, penned, "The professional volunteer administrator must commit him or herself to learning that body of knowledge that exists for the profession and to developing skills." Kathleen M. Curtis, CVA, wrote, "As a professional in volunteer administration, I believe that part of my role is to understand volunteer motivation and keep updated on societal changes which affect the volunteer force."

It was intriguing for this author to note that this same issue affirmed the "role ref-

erence" made by Curtis through an article advocating new roles for the profession. The article was written by the late Dr. Eva Schindler-Rainman. It was entitled, "New Roles for the Profession to 'Make a Difference'"(1986-87). Schindler-Rainman identified a number of dynamics that have pushed the profession of volunteer administration to the forefront and listed competencies that must be claimed by volunteer administrators who want to be members of this "new, exciting, and coming-of-age profession." She asserted that professionals in volunteer administration need to manage issues such as multi-culturalism, diversity, power and influence (1986-87).

Empowerment

Two years later, "Empowering a Profession: What's in Our Name?" was published (Scheier, 1988). Scheier said, "For volunteer administration today the number one challenge is to empower the profession." Empowerment was echoed by Susan Ellis in her published Association for Volunteer Administration Distinguished Member Service Award Acceptance Speech (1989-90).

Many of us vividly remember Ellis's eloquent delivery of that speech in Washington, D.C.: "...the debate continues as to whether or not volunteer administration is, in fact, a profession. I'd have to answer, 'Not yet.'" Ellis went on to say that a profession is an identity one assumes as a result of education, experience and commitment. "It is not a job; it is a career ... ours is an emerging profession," Ellis concluded.

The importance of professional spokespersons to champion the "emerging profession" was re-echoed by Joanne Patton, reporting on AVA's Survey on Employer Recognition (1990). After carefully defining the terms profession and professional, Patton acknowledged, "Far more articulate in chronicling the growth of professional attitudes, performance and ambitions within the volunteer administration community have been the field's own distinguished spokespersons." Patton then went on to list colleagues, many who are mentioned in this issue, beginning with the late Harriet Naylor, one of our profession's true pioneers.

Among the recipients of AVA's Distinguished Member Service Award, established in 1981 in honour of Harriet Naylor, was Laura Lee M. Geraghty. Geraghty's acceptance speech cited four qualities needed by professional volunteer leaders: competence, conviction, courage and compassion. Geraghty also emphasized the career and life-long dimensions of volunteer administration (as opposed to its being job-related) when she asserted, "The field of volunteerism is part of who and what I am" (1993).

Growth

This field of volunteerism was creatively explored by Ivan H. Scheier in "Creating Careers for Volunteer Coordinators." From a lifetime of learning and experience, Scheier cautioned us, "Don't freeze the profession. I once heard a respected colleague argue for certification by saying, 'It's time to put a fence around the field.' My own view is to keep the fences down until we finish exploring the vast territory of volunteerism. We're still a young profession, so let's keep growing and diversifying" (1992).

Yes, our profession is growing. It is diversifying. Volunteer administration's unique body of knowledge has galloped through the alphabet—from abstracts, books and catalogues to university classes, videos and web sites. In response to the surge in educational resources, AVA appointed a subcommittee on volunteer administration to conduct its second survey in higher education. Reporting on the subcommittee's work, Gretchen E. Stringer, CVA, said, "We have gone from looking where we were, to where we are, to where we want to be. We have gotten enough information to show that colleges and universities are offering courses in volunteer management. We also have

information on community offerings. Our challenge is to build strong partnerships to strengthen the education foundation for the profession of volunteer administration" (1993).

Recognition

The Journal of Volunteer Administration has and continues to make a major contribution to the profession's education dimension. This special millennium issue applauds the past editors, as listed in this issue, for their appreciated contribution to our professional literature and published research. Additionally, *The Journal* consistently marketed and reported on AVA's annual international conferences. Readers were invited to "share the vision, shape the future" or to "navigate to new worlds of volunteerism." Because of the major impact AVA's annual conferences have had on our profession, readers will also find a complete listing, including host cities and themes, elsewhere in this special millennium issue.

Changes and Challenges

Professional education and communication took a quantum leap with the remarkable developments in cyberspace. Volunteer administrators put their hard drives into over-drive, drove their computers onto the information superhighway and entered virtual life in the fax-lane. The Association for Volunteer Administration launched its first web site in 1997. *The Journal's* publication of "An Internet Dialogue" followed in the fall of 1998. Editor-in-Chief Mitzi Bhavnani commented on "the provocative nature of cyberspace conversations where ideas take shape and develop in an open forum" (1998). Bhavnani's comments confirmed the projection made in 1993 by Carol Todd, Distinguished Member Service Award winner, who said, "Our field is changing, growing, challenging us to meet the demands of this year, next year and the future" (1994).

The changes and challenges resulted in new partnerships, innovative training models, expanded outreach, and increased international activities, advocacy and awareness. Elsewhere in this special millennium issue, you will find the Association for Volunteer Administration's Statement of Inclusiveness, adopted in 1998, that articulates AVA's responsibility to promote professionalism, to educate and to learn from the international community and to work in partnership. The statement defines diversity and AVA's intention to be inclusive of all individuals. While the Statement of Inclusiveness was adopted to help guide the organization into the next millennium, it follows that we, as individuals, are responsible for reviewing and renewing our personal and professional commitment to inclusiveness.

Beyond 2000

If we are to propel our profession of volunteer administration into the new millennium, our commitment must also transcend inclusiveness to embrace new thinking, technology and talents. Marlene Wilson, in her keynote address to the 1998 International Conference on Volunteer Administration, said, "... we have never before in history had a richer, more extravagantly luxuriant variety of cultures, talents, ages, professional skills and opportunities to truly make a difference in this field called volunteerism." (1999). Wilson's words challenged me to ask myself, "Am I truly making a difference to the exciting profession of volunteer administration?" As I pondered her challenge, I found myself reviewing, with appreciation, AVA's *Portrait of a Profession.*

Portrait of a Profession: Volunteer Administration is a priceless publication—a succinct synopsis that chronicles our history and profiles our professional identity. Ours is an identity created by successes and failures that have been judged by optimists, pessimists and people-in-between. The publication purposes to "...help funders, educators, policy makers and all who realize that citizens should be engaged in their communities

understand the role of and need for the volunteer administration professional" (1999).

Conclusion

The objective of this article was to record some peaks and valleys of our professional quest, to excerpt professional snaps from past issues of *The Journal* and view them against fresh focuses of our profession in 1999. The excerpts verify that AVA has propelled the profession forward—whether by push, pull or prod. The excerpts affirm that *The Journal* has recorded our professional progress. My goal was to inspire each of us to be proud of our profession today and to recommit to developing a superior portrait of our profession beyond 2000. Let's be proud to be part of the portrait. Better still, let's respond to the challenge to be its developers:

> *Shaping a shared vision and mission, matching volunteer talents with satisfying assignments, guiding volunteers to success and building leadership with the volunteer corps require a developer of volunteer resources with an extraordinary combination of leadership and managerial abilities. This is the volunteer administration professional. (Portrait of a Profession: Volunteer Administration, 1999)*

ENDNOTE

[1]Quotes from *The Journal of Volunteer Administration* used in this article reflect only the '80s and '90s. AVA took over publication of *The Journal* in 1982. Prior to that date, *The Journal* was published jointly by AVA, the Association of Voluntary Action Scholars (AVAS) and the Association for Volunteer Bureaus (AVB), beginning in the Spring of 1977.

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Celebrating Professional Development Together

An important part of any profession is the opportunity to gather with colleagues to share insights and challenges and to learn about new approaches and best practices. Below we celebrate twenty-one years of international networking and learning sponsored by the Association for Volunteer Administration (AVA), and hosted by regional and local AVA members. Thanks for the memories!

International Conferences for Volunteer Administration

Year	Theme	City,	State/Province
1978	Building Bridges Between People	Toronto,	Ontario
1979	Implications for the 80's — Exploring the Issues	San Antonio,	Texas
1980	Facing a Decade of Decisions	Minneapolis,	Minnesota
1981	Challenges, Choices, and Connections	Philadelphia,	Pennsylvania
1982	Super-California-Futuristic-Expeditions	Anaheim,	California
1983	The Practice of Excellence	Milwaukee,	Wisconsin
1984	Building a Bridge to Our Future	Asheville,	North Carolina
1985	A Sound Approach	Seattle,	Washington
1986	Silver Reflections — Golden Visions	Buffalo,	New York
1987	Reaching New Heights	Chicago,	Illinois
1988	Designing Tomorrow Today	Denver,	Colorado
1989	Leadership a Capital Investment.	Washington,	DC
1990	Toward the Year 2000 — The Volunteer Challenge	Kansas City,	Missouri
1991	Think Globally — Act Locally	Atlanta,	Georgia
1992	Dare to Dive Deep	Minneapolis,	Minnesota
1993	Polish your Potential	Little Rock,	Arkansas
1994	Kaleidoscope — Changing Patterns in Volunteerism	Anaheim,	California
1995	Navigating to New Worlds of Volunteerism	Boston,	Massachusetts
1996	Pioneering a New Brand of Community	Calgary,	Alberta
1997	Celebrate the Magic	Norfolk,	Virginia
1998	Stellar Solutions- Exploring the World of Volunteerism	Dallas/ Ft. Worth,	Texas
1999	One World. One Purpose. Service to Others	Chicago,	Illinois

Honoring Editorial Leadership

AVA, the publisher of *The Journal of Volunteer Administration,* wishes to express its heartfelt gratitude to the editors who have guided *The Journal* throughout the years. These editors are in large part responsible for this journal's rich history of service and excellence in the profession of Volunteer Administration.

1982 - 1987	Susan J. Ellis
1987 - 1990	Anne Honer
1990 - 1993	Barbara Gilfillen
1993 - 1995	Connie Baird
1995 - 1999	Marjorie Bhavnani, CVA
1999	*Guest Editors* Nancy A. Gaston, CVA Laurie McCammon, M.S.Ed. Melsie Waldner, RN, CVA, CAVR

Many individuals behind the scenes, including editorial, board and policy volunteers, as well as AVA staff, provide invaluable support without which publication of *The Journal* would not be possible. In addition, we are deeply indebted to the many fine authors and contributors who over the years have made this publication the rich storehouse of information and inspiration that it is. THANK YOU!

Leading in the Present

ABSTRACT

Volunteer board members require training and development activities to assist them when dealing with the complex variety of issues brought to the board table. Based on an innovative research project, this article reviews and discusses board member and senior staff responses about board training and development included in a questionnaire about the board of directors' experience. The article also identifies a role for the Manager of Volunteer Programs in assisting the board in designing and delivering training and development activities.

Board Members' Views on Training and Development

by Liz Weaver and Sue Inglis, Ph.D.

Volunteers joining the board of directors of a not for profit organization often find themselves ill trained and equipped to do the work required to be an effective board member. The work of not for profit organizations is becoming increasingly complex as demands are placed on board members requiring them to consider new governance models, respond to the call by funders for strategic planning with outcome measures, and become more accountable in their operations. Supporting the volunteer board of director member is a critical function in any voluntary organization. Support can take many forms but this paper will focus on the support which can be provided through developing systematic training and development activities for board members.

This paper, based on a research study conducted with voluntary organizations in Hamilton, Ontario, Canada, looks at the challenges facing volunteer board members and proposes strategies to make their involvement more effective and meaningful to the organization. Specifically, the data related to training and development of board members will be reviewed and discussed. Respondents to the questionnaire provided a wealth of information about their wants and needs as current members of boards of directors. This information will assist any organization looking to increase the effectiveness of their board.

Background

A research study involving volunteer board of directors' members and senior staff of voluntary organizations was conducted in the Spring of 1998. This study surveyed 54 randomly selected voluntary organizations who were current, paid members of the Volunteer Centre of Hamilton & District. Questionnaires were distributed to the voluntary organizations through the senior staff person at each organization. The questionnaire was directed to both volunteer board members and the senior staff person at the organization. The questionnaire included many components related to organizational governance, however, this paper will focus on the component specifically related to training and development activities for effective board participation.

Liz Weaver is currently Executive Director, Volunteer Centre of Hamilton & District. The Volunteer Centre builds community leadership through volunteerism. During her tenure with the Volunteer Centre, the organization has received local and national recognition for innovative programs and services. Liz also volunteers on the boards of directors of Volunteer Canada, a national organization as President, Community Information Services, Hamilton-Wentworth and the YMCA of Burlington, Hamilton-Wentworth. She teaches in the volunteer management program at Mohawk College, has written a number of articles about volunteerism and leadership and is a trainer with the Canadian Voluntary Sector Training Network.

Sue Inglis is an Associate Professor at McMaster University in the Department of Kinesiology. Her teaching and research has a focus on socio-managerial and organizational issues and she has published a number of articles which examine boards of directors, board-staff relations and governance issues in the nonprofit sector. Sue has served on a variety of boards of directors and is interested in collaborative research that helps connect community board issues, research, and improved practice of our ways of work in community based organizations.

The research is based on results generated from respondents including 22 Executive Directors/Chief Executive Officers (ED/CEO) and 219 volunteer board members. Demographic information of the respondents indicated that 42.7 percent were male and that 57.3 percent were female. As we would expect, all participating ED/CEO's had advanced study beyond high school. Responding volunteer board members also tend to be well educated: 9.1 percent indicated high school education; 14.5 percent some university; 27.8 percent had completed an undergraduate degree and 39.0 percent indicated post undergraduate study (Masters, doctorates, law degrees, certificates).

The organizational profile range shows 29.1 percent of respondents indicate their organizations have an annual budget of less than $100,000, 24.4 percent indicated organizational budget sizes of between $100,000 and $499,000 and 46.1 percent of respondents with an annual budget over $500,000. These percentages reflect a good mix of both small, medium and large sized organizations. The results presented in this paper are based on collective responses. Further research could be conducted to determine if the issues identified by larger organizations are different from those with small budgets.

This paper will focus specifically on the sections of the questionnaire related to board of directors' training and development experiences. Through a series of questions, respondents were probed for their views and ideas related to training and development provided through their current volunteer board experience.

Questionnaire respondents were asked about: a) the amount of time the board spent on training and development, b) whether they considered this time to be adequate given the nature of work being undertaken by the board of directors, c) who in the organization had primary responsibility for designing training and development activities for the board of directors and d) their level of satisfaction with current training and development activities undertaken by their board.

Additionally, three open ended questions were posed providing respondents an opportunity to give their suggestions about training and development activities. First, respondents were asked to identify up to three areas where they felt the board should be focusing training and development activities. Second, they were asked to provide up to three effective ways of conducting training and development activities. Finally, respondents were asked to describe their most effective board experience related to training and development.

As follow-up to the questionnaire, two training workshops utilizing the results have been given. The workshops elaborated on the survey results and participants were invited to respond to questions similar to those presented in the survey. It is encouraging to note that workshop participants verified, through their participation and answers, many of the results found in the survey.

Key Concepts Related to Training and Development

To understand the application of the research, it is important to define the key concepts related to training and development. Upon reviewing the questionnaire responses and in preparation for training workshops, the concepts of training and development were defined by the researchers. In the broadest context, training and development is the continuous commitment by the board as a whole to strengthening themselves so they can develop the board's leadership capacities for both the organization and the community.

Training is understanding how to do something. Training is looked upon as short term with a measurable outcome after the training event. This could be increased knowledge by board members of a specific topic or the development of new skills which can be applied to the work of the board. Laird (1985), in his book *Approaches to Training and Develop-*

ment defines training as "an experience, a discipline or a regimen which causes people to acquire new, predetermined behaviours"(p. 11).

Development activities are defined as longer term. Development, as it relates in this paper, is understanding the strategic implications of the action on both the voluntary organization and its impact in the community, on the board as a whole and on individual board members.

Laird looks at the human factor in organizational development. In this context, development is overarching and leads to significant change within the organizational context.

> *Organization development programs use the human beings within the organization as resources in a problem-solving effort ... It might, in fact, examine every facet of the interhuman and systematic structure in order to find a better way — a way which would permit the human energy to cooperatively produce desired outputs in order to reach organizational goals in ways which prove satisfying and fulfilling to all participant members of the organization. (Laird, D., 1985, p. 13)*

Questionnaire Results

Time and Responsibility

Questionnaire respondents were asked to indicate the amount of time spent by their board on training and development in the past six months. Surprisingly, 47.2 percent responded that no time was spent in this area. A further 40.4 percent indicated that between 1 and 5 hours was spent by board members on training and development. Only 12.4 percent of respondents indicated 6 or more hours of training and development time.

When asked if they would like to spend more time in training and development activities, over 65 percent of respondents indicated that more time should be spent by the board in this area. This positive response indicates that respondents see the benefit of training and development activities as a component of board work.

Survey respondents were also asked to identify who in the organization was primarily responsible for planning board training and development activities. Respondents were able to check more than one category in this question. Respondents indicated that the ED/CEO was responsible 40.9 percent of the time for coordinating training activities for the board. The board as a whole (29.3 percent), a committee of the board (28.5 percent), the president of the board (25.2 percent) and the Executive Committee (18.6 percent) were also identified as having some responsibility for planning training and development activities.

Satisfaction Level of Respondents to Board Training and Development Activities

Respondents were asked to indicate on a scale of one to ten, their level of satisfaction with the training and development they were currently experiencing related to the board of directors. A score of one indicated that training was totally unacceptable while a score of 10 indicated that training was exceptionally good.

Respondents indicated a moderate level of satisfaction (5.14 - 5.28 on a 10 point scale) with board training and development activities. ED/CEOs gave training the highest satisfaction level at 5.28 while board members rated their level of satisfaction slightly lower. Further analysis of the responses indicates that boards who had not spend time in the previous six months on training and development showed significantly lower levels ($F(3, 209) = 10.12$, $p<.001$) of satisfaction than boards who had spent time on training and development. As a group, they rated satisfaction levels at 4.30. Satisfaction levels increased consistent with the amount of time spent by the board in training and development and respondent board members who had spent more than 10 hours indicated a satisfaction rate of 6.81. Clearly, training and development makes a difference to the board.

Areas of Focus for Board Training and Development

This open-ended question asked respondents to identify up to three areas where training and development for the board should be focused. Over 380 suggestions were provided by the respondents in answer to this query. These suggestions have been grouped into categories as shown in Table I. Respondents indicated the need for both basic information such as the roles and responsibilities of being a board member as well as a need for more detailed and complex information such as an environmental scan which could assist in strategic planning for the organization. It is interesting to note that basic information about both the roles and responsibilities of the board and understanding the agency figured prominently in the responses received.

The identified areas for board training and development strongly parallel the key roles and responsibilities of board members. These roles are often discussed in literature related to effective board governance (Axelrod, 1994; Bradshaw, Murray & Wolpin, 1992; Howe, 1995; Soltz, 1997). Fisher Howe (1995), for example, in *Welcome to the Board: Your Guide for Effective Participation* suggests seven roles for board members, including: attendance at meetings; approval of the mission - help in planning the mission; selection and evaluation of the executive (senior staff person); assurance of financial

TABLE I

IDENTIFIED AREAS FOR BOARD TRAINING AND DEVELOPMENT (percentage and sample of responses)

1.	Roles and responsibilities of the board • understanding the roles and responsibilities of a director • orientation sessions for new board members • planned selection of community member	19.7%
2.	Strategic planning • strategic planning based on environmental scan • daring to dream • long range vision and planning	11.9%
3.	Understanding the Agency • orientation to agency history, funding base and committee structure role of the agency in the community in a rapidly changing environment	9.7%
4.	Fund raising • fund raising especially in collaboration with others • fund raising including planned giving	9.5%
5.	Governance • style of operation • identify the ways of work and how work gets done at the board table	8.0%
6.	Board Team Building • building trust and communication • developing comradery • encouraging individuals to speak up • ensuring every board member participates to the best of his/her ability	7.6%
7.	Policy Development • how to develop policies and an appropriate process • awareness of legal responsibilities by board members • assessing community need and setting policy that responds to it	7.1%
8.	Mission • understanding the mission of the agency • mission, values and beliefs	5.2%

** For presentation purposes, we included the top eight areas. These reflect approximately 80% of the responses to the question.

responsibility, including budgets, audits and investments; support and oversight of programs; participation in fundraising; and assurance of board effectiveness. Each of the roles identified by Howe appear in the table of identified areas for board training and development which suggests that board members are concerned about their roles and responsibilities.

Types of Effective Board Training & Development Sessions

Through open-ended questions, board members were asked to provide additional information about effective board training and development strategies. The first question asked respondents to provide up to three examples of effective ways of conducting board training and development. The second question asked the respondent to describe their most effective training experience.

Table II provides a list of board training activities as cited by respondents to this survey. An identified time or specific activity such as a workshop or retreat seemed to be the most preferred training type by the respondent group. As well, the respondent group preferred the support of an independent facilitator to assist in the training process.

TABLE II

Types of Effective Board Training Strategies

Types of Board Training	%
Facilitated Workshop or Retreat	23.9
Board Led Training Session	19.2
Workshop or Seminar	18.9
Retreat for the Board (no facilitator identified)	9.2
Written Materials	8.5
Board to Board Training	5.9
Orientation Session with President and/or Senior Staff	4.2
Learn by Doing (experiential)	3.9
Staff Led Sessions or Staff participating at Board Meetings	3.6
Board Buddy or Board Mentor Relationship	2.6

Respondents indicated several ways board members could become involved in training. These included board led training sessions, board to board training, and the development of a board mentor/buddy relationship. These suggestions provide non-traditional techniques for training and development which use and encourage board member participation and expertise. In subsequent workshops based on the research, workshop participants indicated a high level of interest in utilizing non-traditional training mechanisms to engage board members.

Effective board training and development experiences identified by respondents generally fall into two main categories. Training events which are activity based, such as a retreat or workshop, generated a high response rate. As well, training activities which focus on a specific topic or issue such as working on the mission, vision and values of the organization, were identified as effective by respondents. Respondents often cited training and development activities or topics which were focused and time-limited in length. Given the increasing demands on board work, time-focused training sessions on topics relevant to the specific board would seem to generate a higher level of satisfaction by board members.

Questionnaire Learnings

The results of this questionnaire provided both discouraging and encouraging news. The discouraging news is that 47.5 percent of community board members report no time spent on board training and development activities. Do these respondents have the skills and/or information they need to be effective members of a board of directors given the increased demands being placed on these volunteers?

Additionally, the respondents to the questionnaire indicated that the primary responsibility for board training and development fell to the ED/CEO. Board members, in partnership with staff, should identify the types of board train-

ing tools needed to maximize the board's leadership and impact on the mission. A simple yet effective strategy to employ with boards of directors could be the implementation of sound volunteer management strategies when developing board training and development. Volunteer management strategies include job design, interviewing, orientation, training, evaluation and recognition as key components of successful volunteer placement (Moore & MacKenzie, 1990). These strategies are relevant to the position of volunteer board of directors member but are often overlooked by both board members and staff.

Ellis (1986) and Merrill (1996) identify that the manager of the volunteer program in an organization can provide skills and assistance in developing job descriptions, designing orientation programs, volunteer recognition and recruitment of volunteers to board committees. Could this role also be extended to working in partnership with senior staff and the board in designing training and development activities? We believe the human resource management skills required by the manager of volunteer programs are applicable to the governance volunteers in an organization. The manager of volunteer programs is a resource which could be used by the board to increase the effectiveness of their training and development design and activities.

The encouraging news includes board member respondents identifying that they want to spend more time on board training and development. The survey respondents also provided a wide scope of topic areas and training methodologies. The topic areas identified by respondents include both basic information about roles and responsibilities and strategic information for organizational development.

In addition to the traditional 'one-time' workshops/seminars, retreats and the use of facilitators, many new 'on-going' ways of board training and development were identified. These include mentoring, committee presentations by board members, and board to board interaction and training. Questionnaire respondents indicated roles for board members to play in developing and actively participating in training activities. Questionnaire respondents provided many excellent suggestions for training and development activities and strategies. The data indicates that the more focused the training session and/or training topic, the more useful it seems to be to the respondent. As well, the training activity must be related to the current work undertaken by the board.

However, there was recognition by respondents of the need for more strategic development activities related to policy, strategic planning and mission. A balance between focused training activities and strategic development activities is required for an effective board experience. Board members not only need to know how to do their job but also the context in which the organization exists. Therefore training and development activities which are related to these areas are essential components of an effective board of directors.

Implications for Training Effective Board Members

The initial results of the survey indicate strategies to consider when designing board training and development activities. To be effective training and development activities for board of directors volunteers should be designed with four key components.

- The activities should be owned by the board of directors.
- The activities should encourage new thinking about a particular issue or strategy.
- Training and development should be an ongoing process for the board.
- Training and development activities should take a variety of forms as deemed relevant and timely to the board.

Sound volunteer management strate-

gies should be applied as equally to volunteer board members as they are for in-service volunteers. The survey results indicate that respondents need and value training and development strategies to enhance their volunteer board experience. A training and development plan, designed by the board or a committee of the board and utilizing the internal resources of senior staff and the manager of volunteer programs, systematically implemented will provide board members with the skills and resources they require to be effective.

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ABSTRACT

Using the Hobson et al. (1996) model of nonprofit "volunteer-friendliness' as a conceptual framework, telephone survey information was collected from 500 midwestern United Way affiliated agencies. Callers expressed interest in performing volunteer work and evaluated the "volunteer-friendliness" of staff responses, using dimensions derived from the literature on telephone customer service quality. Results revealed six prominent strengths in the sample, including answering calls within three rings (93 percent). Several specific areas for improvement were pinpointed, including failure to invite callers to visit the agency (84 percent) and failure to ask callers about their time availability (77 percent) or skills (70 percent). The study provides agency administrators with a useful tool for defining and measuring service quality during initial telephone interaction between prospective volunteers and staff members. Finally, the findings offer normative data on organizational effectiveness that can be very helpful in comparatively assessing agency performance in this important area of "volunteer-friendliness."

Initial Telephone Contact of Prospective Volunteers with Nonprofits: An Operational Definition of Quality and Norms For 500 Agencies

Charles J. Hobson & Kathryn L. Malec

Introduction

Volunteers are the "lifeblood" of most nonprofit organizations. In addition to serving as board members, volunteers often play critical roles in providing direct services to clients and performing administrative functions. Also, volunteers are more likely than nonvolunteers to make financial donations.

During the 1990s, several authors have observed disturbing trends in volunteerism in the United States that pose significant challenges to all nonprofits (Ellis, 1995; Hammonds & Jones, 1994; Hayghe, 1991; Independent Sector, 1995; Martin, 1993). First, the total number of volunteers has exhibited a general trend downwards. Second, the number of hours that volunteers have to give has been declining, due to several demographic, economic, and work-related factors. Third, competition among nonprofits for the dwindling pool of volunteers has been increasing.

Volunteer-Friendliness

In order to assist nonprofits in meeting these challenges, Hobson, Rominger, Malec, Hobson, and Evans (1996) developed a model of agency "volunteer-friendliness." This new concept was defined as the extent to which a nonprof-

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it's staff, policies, and programs provide a positive, pleasant, and rewarding experience for volunteers and prospective volunteers.

The Hobson et al. model consists of four components: (a) volunteer attraction and recruitment, (b) initial personal interaction with agency staff, (c) volunteer utilization and assignment, and (d) post-volunteering follow-up. It posits that volunteer-friendly agencies will realize a number of important specific benefits including; more volunteers, more volunteer hours, higher volunteer retention, and increased volunteer financial contributions.

Within the volunteer-friendly model, the quality of a prospective volunteer's initial interaction with agency staff is viewed as a critical first step in forming a mutually beneficial long-term relationship. This initial agency contact commonly takes place on the telephone and serves as the focus of this paper.

Initial Telephone Interaction

Business organizations have long recognized the importance of positive telephone interaction with customers and prospective customers. Research by for-profit corporations has found that the effective use of the telephone is a vital component in any marketing strategy (Hitt and Wulff, 1992; McQueen, 1991; Pardu, 1990; Marsh, 1988; Witwer, 1988) McQueen found that seven out of ten customers refuse to do repeat business with a firm based upon how they were treated during their first encounter, typically on the telephone. According to a survey conducted by Marchetti (1995), 85 percent of the 500 consumers questioned indicated that telephone courtesy is a critical factor in their decision to purchase goods and services. Jarvis (1994) found that callers form lasting opinions of a company within the first six seconds of a telephone conversation or voice-mail encounter. In addition, rudeness was viewed as the number-one telephone offense, followed by leaving customers on hold, transferring a call to the wrong department, failing to pick up until at least five rings, answering without proper identification, and screening calls.

A growing practitioner-based literature has emerged that provides advice about how to best conduct initial telephone interaction with customers (Dee, 1998; Finch, 1990; Flatt and Williams, 1995; Friedman, 1995; Hitt & Wulff, 1992; Humphries, 1995; Marsh, 1988; Witwer, 1988). Specific recommendations include the following: (a) try to answer the phone within three to four rings, (b) minimize use of automated phone menus and provide callers with the option of speaking with a person, (c) provide callers with a greeting, the name of the organization, the name of the person answering the phone, and an offer of assistance, (d) address callers by their name, (e) when transferring calls, give the name and extension of the person to whom the call is being referred, (f) minimize the practice of putting callers on hold and always ask their permission first, (g) when a caller is placed on extended hold, try to return to them within 30 seconds and thereafter every minute, (h) properly take phone messages and promptly return calls, (i) end conversations by thanking the caller for their interest in your business.

Research Purpose

Although the importance of initial telephone contact has been recognized in the business literature and the Hobson et al. volunteer-friendly model, this issue has not yet been systemically addressed in the nonprofit sector. The overall purpose of this study was to begin the process of investigating the role of telephone communication in attracting/recruiting volunteers for nonprofit organizations. More specifically, there were two primary objectives. The first one was to develop an assessment tool to operationally define and measure the quality of initial telephone contact between prospective volunteers and nonprofit agencies. The second major objective was to establish

empirically-based performance norms for nonprofits concerning initial telephone contact with prospective volunteers.

Methodology

Nonprofit Sample

A total of 500 United Way affiliated organizations were randomly selected from a published nonprofit directory for a major midwestern metropolitan area. In addition to a brief description of each agency, the directory provided telephone numbers to call for more information. These numbers were used to initiate contact with each of the 500 nonprofits.

Initial Telephone Contact Evaluation Tool

The evaluation tool to assess initial telephone contact was developed using information from two primary sources. First, the private sector literature discussed earlier on recommended telephone etiquette was reviewed to identify key quality indicators. Second, local and national United Way guidelines for member agencies concerning initial telephone contact with prospective volunteers were also considered.

FIGURE I

Key Quality Indicators in Initial Telephone Contact with Prospective Volunteers

1. Answer phone within three rings.
2. Provide a greeting.
3. Provide the name of the agency .
4. Offer assistance to the caller.
5. Provide the name of the person answering the call.
6. Use the caller's name in the conversation.
7. Ask for the caller's full name and telephone number for call-back purposes.
8. If an agency call-back is needed, be sure to follow through and place the call.
9. Do not ask a prospective volunteer to call the agency back.
10. Extend an invitation to visit the agency.
11. Inquire about the caller's skills.
12. Ask the caller about the number of hours available to give.
13. Ask the caller if references can be arranged.
14. If the caller's skills are incompatible with the agency's needs, refer them to another nonprofit.
15. Thank the person for calling.

A 13-person ad hoc committee consisting of nonprofit agency executive directors, United Way professional staff, United Way volunteer board members, and university researchers met to review the above information and formulate an operational definition of high quality telephone service. As a result of these deliberations, the committee produced a set of 15 critical quality indicators (see Figure 1). These indicators served as the basis for the evaluation tool used in this study to assess initial telephone contact quality. The specific questions used are provided in Table I, in the Results section.

Telephone Script for Prospective Volunteer

The telephone script for prospective volunteer callers involved the following scenario: greeting the agency staff member who answered the phone, providing a full name, and inquiring about potential volunteer opportunities with the agency. Callers reported that they were relatively new to the area, had done volunteer work in the past, and were actively investigating and evaluating available volunteer options. If asked, the caller also provided a return telephone number, complete with an appropriate answering machine (this was used to monitor if promised return calls were made and how long it actually took to receive the call-back).

Callers were trained to respond to questions from agency staff members in a general and non-committal manner. They maintained their focus on a comparative assessment of a variety of volunteer options.

Caller Selection and Training

Students in a senior level business class were recruited to make telephone calls for this project and paid on an hourly basis. They were thoroughly trained and tested on using the volunteer script and completing the evaluation form.

Data Collection and Analysis

Data was collected during an 8-week period of time. Calls were equally dis-

TABLE I

Summary of Statistical Results
VOLUNTEER-FRIENDLY TELEPHONE SURVEY
(500 United Way Agencies)[1]

		Frequencies and Percentages	
		Yes	No
1.	Was your call answered?	482 (96.4%)	18 (3.6%)
1a.	Number of rings before phone was answered? **Mean = 2.0 rings 93%** **Standard Deviation=3.1 rings**		
2.	Was your call answered by a person or automated system? **Person=425 (88.5%)** **System=55 (11.5%)**		
3.	Were you greeted (Good Morning, Good Afternoon, etc.)?	268 (56.8%)	204 (43.2%)
4.	Was the agency name incorporated into the greeting?	458 (96.6%)	16 (3.4%)
5.	Were you offered assistance? (May I help?)	232 (49.3%)	239 (50.7%)
6.	Were you put on hold?	243 (52.5%)	220 (47.5%)
6a.	If yes, length of time on hold? **Mean = 29 seconds** **Standard Deviation = 27 seconds**		
7.	Were you transferred?	173 (37.2%)	292 (62.8%)
7a.	If yes, were you directed to correct contact?	120 (73.6%)	43 (26.4%)
8.	Were you given the name of the person you talked to?	141 (30.7%)	318 (69.3%)
9.	Were you addressed by your name in the conversation?	91 (19.9%)	367 (80.1%)
10.	Were your name and phone number taken down?	236 (51.3%)	224 (48.7%)
11.	Were you asked to call the agency back later?	90 (19.6%)	370 (80.4%)
12.	Were you offered a call-back from the agency?	181 (39.4%)	278 (60.6%)
12a.	If yes, did you receive a call-back from the agency?	54 (30.0%)	127 (70.0%)
12b.	How many hours after your initial call did you receive the call-back? **Mean = 17.0 hours (less than 1 day)** **Standard Deviation = 35.6 hours**		
13.	Were you invited to come see the agency?	75 (16.3%)	385 (83.7%)
14.	Were you asked about the skills you have?	109 (23.7%)	351 (76.3%)
15.	Were you asked how many hours you can give?	104 (22.6%)	356 (77.4%)
16.	Were you asked for references?	12 (2.6%)	446 (97.4%)
17.	If your skills were not compatible with the agency, were you referred to another agency?	40 (15.3%)	221 (84.7%)
18.	Were you thanked for calling?	386 (83.9%)	74 (16.1%)

[1] *In some cases the total number of responses for a particular item is less than 500, due to missing data.*

tributed over the five work days, as well as between mornings (8:00 to 12:00) and afternoons (1:00 - 5:00). An answering machine was used to record whether promised agency call-backs were made and how long it took to receive them. Completed caller evaluation forms were coded and computer analyzed. Basic descriptive statistics, consisting of simple frequencies and percentages, were computed for each item. In three instances, means and standard deviations were also calculated.

Results

Statistical results are summarized in Table I. For each item with a "Yes-No" response format, the frequencies of "yes's" and "no's" are provided, along with associated relative percentages. In some cases, the total number of responses is less than 500, due to the unavailability

of complete data. For three of the evaluative items (1a, 6a, and 12b), means and standard deviations are reported.

The results in Table 1 are best viewed as an initial attempt to establish descriptive norms for nonprofit volunteer friendliness on the telephone. The statistics for each evaluative item provide an indication of how well agencies are currently performing in that area.

A review of the results in Table 1 reveals the following prominent strengths or areas of excellence: (a) the overwhelming majority of telephone calls to agencies were in fact answered (96.4%), (b) the average number of rings before calls were answered was very low — 2.0, indicating excellent responsiveness, while 93% of the calls were answered within three rings, (c) the majority of calls were answered by agency staff members (88.5%), thus insuring that the initial contact was personal — this could also be attributed to a lack of funding for more "sophisticated" automated phone systems, (d) the name of the agency being called was consistently provided by staff members (96.6%), (e) for those callers who were put on hold (243), the average length of time was only 29 seconds, again indicating good responsiveness to telephone inquiries, (f) a majority (83.9%) of the prospective volunteers were thanked for calling — indicating recognition of their interest and intended generosity.

Significant areas for improvement include: (a) agency staffers provided a greeting to callers in only 56.8% of the cases, (b) also unexpected, agency staffers provided an offer of assistance ("May I help you?") in only 49.3% of all cases — perhaps a heavy workload, coupled with staffing shortages, can account for these findings, (c) for those callers who were transferred (163), a significant percentage (26.4%) were not directed to the appropriate person, (d) in most instances, agency staff members did not provide the callers with their names (69.3%), (e) a majority (80.1%) of agency staff members did not use the caller's name in their conversation (recall that the script used in this study required the caller to provide his/her name at the beginning of the conversation), (f) agency staff members failed to request the caller's name and phone number in fully 48.7% of all cases (g) when the appropriate contact person was not available, agency staffers requested that the prospective volunteer call back at another time in nearly one out of five cases (19.6%), (h) when agency staff members offered to call back the prospective volunteer (181), an actual call was received in only 30.0% of all cases — on the positive side, these call-backs were made, on average, in less than a day (17.0 hours), (i) callers were not generally invited to visit the agency (83.7%), (j) in most instances, callers were not asked about their (a) skills — 76.3%, time availability — 77.4%, or references — 97.4%, (k) when the caller's skills and/or availability were not compatible with agency needs, in most instances (84.7%), they were not referred to another, potentially more appropriate agency, (l) finally, in 16.1% of the calls, prospective volunteers were not thanked for contacting the agency.

Discussion

Conclusions

The results of this study indicate that it is possible to measure the quality of initial telephone interaction between prospective volunteers and nonprofit agencies. Development of the assessment tool also represents an initial attempt to operationally define and empirically test major components in the Hobson *et al.* model of nonprofit volunteer-friendliness.

The instrument that was formulated incorporated research results and recommendations from the private sector, along with general policies of the Lake Area United Way and its member agencies. As such, the tool embodies a comprehensive definition of telephone interaction quality, as applied to nonprofits.

This study also produced the first set of norms describing initial telephone interaction between prospective volunteers

and nonprofit agencies. The large sample size of 500 allows one to confidently interpret the calculated statistics as reliable indicators of telephone interaction quality. As mentioned in the Results section, nonprofits as a group excelled in a number of specific areas. Conversely, there were several areas where considerable improvement was needed.

Practical Applications

The measurement tool and results of this study can be used by nonprofit managers to assess how well their agency is handling initial telephone inquiries from prospective volunteers. Evaluation findings for an individual agency can be compared to the norms developed for the entire sample of 500. In this manner, the relative strengths and weaknesses for a particular agency can be pinpointed.

Based upon an initial assessment of telephone interaction quality, nonprofit managers and their staffs can develop and implement improvement strategies. Performance could then be periodically reassessed to monitor progress over time. Thus, the measurement instrument provides nonprofit managers with an objective diagnostic tool to assess the volunteer friendliness of their agencies and a basis for implementing improvement programs. Such efforts should assist nonprofits in: (1) attracting and retaining the volunteers needed to insure organizational success and (2) demonstrating to potential donors and funding agencies that concerted efforts are being made to fully utilize volunteers.

Future Research

Results of this study suggest a number of directions for future research. First, studies are needed to document the relationship between agency volunteer-friendliness on the telephone and important outcome variables, such as the percentage of callers who actually volunteer. Private sector findings strongly suggest that relationships do exist.

Second, it would be interesting to investigate the organizational characteristics associated with high levels of quality in telephone interaction with prospective volunteers. In other words, what organizational mission, policy, program and procedure factors are related to success. Third, empirical research is needed to comparatively evaluate different training and development strategies to improve telephone volunteer friendliness. Fourth, continued research and testing with the Hobson *et al.* volunteer-friendly model will improve understanding of the volunteering process and assist nonprofits in maximizing their efforts in this crucial area.

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ABSTRACT

Today and into the future, both professional competencies and personal capacities will be critical for volunteer administrators. Professional competencies are knowledge and skills based, serve as a critical intellectual foundation for any profession, and involve fundamental levels of cognitive learning including assessing, comprehending, and applying knowledge to our day-to-day roles and responsibilities. Personal capacities involve the higher levels of cognitive learning including the abilities to analyze specific situations; synthesize new insights from existing knowledge and skills; and evaluate the broader, more abstract current or future situation. Capacities involve affective and emotional components in addition to knowledge and skills.

Based upon the literature and their experiences, the authors identify six personal capacities critical to any volunteer administrator: creating and communicating a shared vision; embracing diversity while nurturing pluralism; accepting change and managing ambiguity; acting within shared values and championing ethical behavior; linking effective management to personal leadership; and reflecting.

Personal Capacities for Volunteer Administrators: Drawing Upon the Past as We Move Into the Future

R. Dale Safrit, Ed.D. & Mary Merrill, L.S.W.

During these times of rapid and ongoing change, split-second electronic communications, virtual volunteerism, doing-more-with-less, and program impact and accountability, do you sometimes feel as though things just don't seem to work like they used to? Consider some common scenarios. For the second time this year, a long-standing volunteer program offered by your agency (that once attracted groves of excited volunteers) has only attracted a few interested individuals, and you're at a loss to understand why. Last week, you found yourself caught in an ethical dilemma involving a conflict between a well-meaning volunteer and an established agency policy with no clear-cut way out. This morning, you sat through a two hour meeting of the newly-established human service collaboration in your community, which once again resulted in little more than polite (yet readily apparent) squabbling over agency turf issues and personal agendas. As an experienced and respected administrator of volunteers, you work hard to keep informed and up-to-date on new ideas, programs and approaches in volunteer

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management. But, nowhere does there seem to be any easy answers or quick panaceas to the kinds of work-related challenges involved in these scenarios. You feel somewhat helpless and confused, and just thinking about these challenges drains your physical and emotional energy.

While agreeing with and supporting the current renewed focus on identifying and clarifying critical professional competencies needed by volunteer administrators (K. Campbell, personal communication, August 13, 1999), we believe that equally (if not more) important for the future of volunteer administration are those personal capacities needed in contemporary volunteer administration. By personal capacities, we mean the higher-level attitudes and aspirations needed to take fundamental competencies of our profession and easily adapt them to our ever-changing world.

Professional Competencies and Volunteer Administration

Professional competencies are knowledge and skills based, and serve as a critical intellectual foundation for any profession (Figure 1). They involve fundamental levels of cognitive learning including assessing, comprehending, and applying knowledge (Bloom, 1956) to our day-to-day roles and responsibilities as administrators of volunteer programs. Hedges (1995) defined a competency as "an observable and measurable behavior that has a definite beginning and ending, can be performed within a limited amount of time, ... and leads to a product, service, or decision" (p. 13). More recently, Evers et al. (1998) approached competencies as the link between what is learned through education and what must be done in the workplace, or the "interface between education and employment" (p. 3).

Fisher and Cole (1993) extensively discussed the knowledge basis for volunteer management competencies, while Ellis (1986, p. 181) described more recently the emergent of volunteer administration as a profession since "the skills of developing and managing volunteers are being codified so that newcomers to this responsibility can learn from the experience of their predecessors." Schindler-Rainman (1986) identified 11 board areas of professional competencies in volunteer administration, while the Association for Volunteer Administration identifies five functional areas in which a volunteer administrator should be able to demonstrate competence in order to become certified: program planning and organization; staffing and directing functions; controlling functions; individual, group, and organizational behavior; and grounding in the profession. Some common examples of volunteer administration competencies include conducting a needs assessment, developing a written volunteer job description, planning an annual volunteer recognition event, and managing a specific program budget.

Individual competencies are the foundational building blocks for any profession, including volunteer administration. Competencies are defined by the profession and subsequently applied to all members therein. They are externally focused, largely on management-related concepts involving doing things right (Bennis, 1989) or transactional leadership approaches involving interactions that occur between leaders and followers (Burns, 1978).

Personal Capacities and Volunteer Administration

In today's rapidly and constantly changing world, we would argue that while a firm competency foundation provides continuity and permanence to our profession, competencies alone are not sufficient to shelter and sustain volunteer administrators in the myriad of complex, contemporary situations they may find themselves. Therein lies the importance of personal capacities.

Personal capacities involve the higher levels of cognitive learning (Bloom, 1956) including the abilities to analyze specific situations; synthesize new insights from

FIGURE 1.

Comparing attributes of professional competencies and personal capacities.

Professional Competencies	Personal Capacities
Intellectual intelligence	Emotional intelligence
Content focus	Context focus
Focused upon cognitive & skill domains (i.e., knowledge, action	Focus upon affective domain (i.e., feelings, emotions)
Involve assessing, comprehending, & applying knowledge	Involve analyzing, synthesizing, & evaluating knowledge
Defined by profession & applied to individuals	Defined by individuals & applied to their profession
Doing things right	Doing the right things
Management/transactional leadership	Transformational leadership

existing knowledge and skills; and evaluate the broader, more abstract current or future situation (Figure 1). Whereas competencies are knowledge and skills based, capacities involve affective and emotional components in addition to knowledge and skills, and may be likened to Coleman's (1998) concept of emotional intelligence. Capacities are developed by an individual, first focused internally and then applied to their professional responsibilities and situation; they focus more on leadership-related concepts involving doing the right things (Bennis, 1989) for the individual volunteer administrator, their clients and colleagues, and the organization in which they work. Whereas competencies focus on content and skills mastery, capacities focus upon recognizing specific contexts and adapting the necessary competencies as appropriate. They involve transformational leadership approaches (Burns, 1978) wherein "an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader [i.e., volunteer administrator] and the follower [i.e., volunteer, staff member, etc.]" (Northouse, 1997, p. 131). Capacities involve "leadership from the inside out" (Cashman, 1998, p. 15) that creates meaning and value in our roles as individuals first, and then peers in the volunteer administration profession.

The literature supporting the idea of capacity development draws from the broader personal and civic leadership domain. Apps (1994, pp. 57-58) defined leadership capacity as "(1) the ability to reflect while acting and then make appropriate adjustments ..., (2) acquiring leadership competencies that apply to many leadership contexts, and (3) evolving a personal philosophy of leadership." Although Vail (1998) does not use the term "capacity," he does discuss in great length the critical need for vision, vitality, and spirit in contemporary and future executive leaders. Lappe and Dubois (1994) expound on the social and civic energies and beliefs that serve as a catalyst for citizens of a successful democracy "to become creators of our future, creators of a democracy that works because it is alive with the insights and energies of us all" (p. 18).

Personal Capacities in Retrospect

The basic ideas contained within the concept of personal capacities relate directly to the ideas and insights of numerous historic and contemporary pioneers and leaders in our profession. The Association for Volunteer Administration (1999) identified that "over the past 30 years, leaders in the volunteer administration profession have amassed a generic core of knowledge and principles that help people who coordinate volunteers to achieve results in any setting" (p. 1). Such

principles are important components of personal capacities. As early as 1967, Harriet Naylor noted:

> It takes a remarkable combination of enthusiasm, flexibility, sensitivity and courage to practice an undefined profession. ... There is also a very real danger that professionalization with all its trappings will stifle the spontaneity and quick warm responsiveness which have given the work enjoyability. People who cannot survive an atmosphere of ambiguity and confusion should not attempt to manage a volunteer program. (p. 190)

In The Effective Management of Volunteer Programs (1976), Marlene Wilson stated:

> It is important to understand that the term [manager] itself simply defines a function, and is therefore neither good nor bad. It is how a person carries out that function that matters. The important thing for those directing volunteer programs is to understand the impact they have on the lives of others—volunteers, staff and clients—and to take that responsibility seriously. (p. 26)

Nora Silver (1988) described the:

> enormous change which is impacting all aspects of our lives—at home, at work, in our communities, and in the world at large. These changes have also affected the very heart and soul of nonprofit agencies ... the volunteers. ... And yet far too many voluntary agencies and organizations are still looking at the volunteer as the problem instead of examining their own systems, attitudes, and processes. (preface)

Susan Ellis and Katherine Noyes (1990) recognized that "there is agreement that a core of general knowledge and skills is necessary to being effective as a leader of volunteers and that these should be based on a philosophy that affirms the importance of volunteering" (p. 348) while Sue Vineyard (1993) concluded that:

> Through the attitude of servant-leadership, our profession of volunteer administration will lead the way through the turmoil and violence of diverse demands to a spirit of community and shared commitment for a safer, healthier and mutually-supportive world. The road will not be an easy one. (pp. 221-222)

Spontaneity and warm responsiveness... understanding impact on peoples' lives... examining our own attitudes and processes... becoming servant leaders. These historic components of volunteer administration are still very critical to our profession. Yet, although they each have some basis in knowledge and skills, they also involve strong individualized affective and emotional components. We suggest that professional competencies and personal capacities are both critical to a contemporary manager of volunteers or administrator of a volunteer program. The professional competencies necessary to effectively plan events and activities involved in a new volunteer program are critical, yet what about the personal capacities needed to modify/adapt that in-process planning in order to adapt to a changing clientele or situation. The professional competencies needed to work within a defined non-profit mission are important, but what about the personal capacities needed to create a new, shared vision based upon that mission as one organizational member of a new collaboration The professional competencies necessary to recruit and supervise volunteers are fundamental, yet what about the personal capacities required to make ethical decisions focused upon an individual volunteer's situation, or a managerial situation that is not clearly addressed in the organization's current policies?

Individuals develop capacities based upon their individual values, beliefs, and experiences (both personal and professional). We have traditionally (and unconsciously) abdicated the development of capacities to real-life experience and "on-the-job" training. However, recognizing the relative short tenure of the majority of today's volunteer administrators, and with the rapid turnover and lateral/upward mobility of our peers, on-the-job training most often does not provide sufficient time for capacity development. Thus, we advocate the increasing importance of internships, professional associations (AVA, DOVIA's, etc.), formal and informal mentoring, and viable peer relationships in developing personal capacities in volunteer administrators.

Personal Capacities in Contemporary Volunteer Administration

Whereas we would never presume to argue that the following personal capacities apply to each specific colleague in our profession, we would argue that they may be generalized to contemporary volunteer administration as a profession (Figure 2). Thus, we challenge each reader to both consider these capacities as related to their individual situation and identify capacities unique to themselves and their context.

We have identified these capacities based upon our personal experiences as both former managers of volunteers and current performance consultants with nonprofit organizations; based upon ideas both documented in published literature and generated in countless discussions among each other and with peers; based upon both the existing knowledge base of the volunteer administration profession and the ever-changing individual philosophies and emotions of actual volunteer administrators we encounter. We encourage you to not accept them merely as new matters-of-fact or managerial criteria, but rather to use them as catalysts to strengthen your current knowledge and skills as a volunteer administrator with your individual attitudes, emotions, and aspirations as a unique leader.

FIGURE 2.

Important personal capacities for contemporary volunteer managers

Creating & communicating a shared vision
Embracing diversity while nurturing pluralism
Accepting change & managing ambiguity
Acting within shared values & championing ethical behavior
Linking effective management to personal leadership
Reflecting

Creating and Communicating a Shared Vision

Vision is "the capacity to be forward-looking and foresighted" (Kouzes & Posner, 1995, p. 95). Vision does not imply a inherent gift of prophecy nor a genetically-determined sixth sense. We believe that visioning is a fundamental contemporary organizational function which is best derived from the individual ideas and insights of all organizational stakeholders, both paid and unpaid.

In 1995, the Points of Light Foundation published the results of a research study called The Paradigm Project, which identified 11 characteristics of highly successful volunteer programs. The first two characteristics identified in the study emphasize the importance of vision.

> Less effective volunteer programs are seen as add-ons by agencies. Volunteer efforts in these agencies are viewed as supportive of the real work of the agency rather than critical to that work. Such agencies hobble themselves by this limited vision of volunteer involvement ... changing this involves a change in the way the agency looks at itself as well as how it looks at volunteers. It requires a new vision of how the agency plans and operates. (Lynch, 1995, p.1)

DePree (1997) shared the following observation about vision:

> Consider the distinction between sight and vision and the importance of both to the organization. People without sight develop other abilities; people without vision constantly struggle to find hope. ... Organizations without vision remain mere organizations surviving but not living, hitting temporary targets but not moving toward potential. Perhaps a way to think about the difference between sight and vision is this: we can teach ourselves to see things the way they are. Only with vision can we begin to see things the way they can be. (pp. 116-117)

Volunteer administrators have traditionally been called upon to learn and practice skills in program planning and evaluation. However, the recent focus upon impact evaluation has placed new emphasis on defining volunteer programs in terms of making significant contribution to achieving the agency's mission while working towards its vision. Volunteer administrators, while competent in program planning, often struggle to connect program activities with outcome measures that move beyond people involvement and activities. Impact assessment challenges us to see the larger picture, the ultimate vision for our programs and agencies. As Brinckerfoff (1994) concluded:

> Organizations that succeed, organizations that thrive, organizations that are going to be the providers of services in the next century, all know where they are going. A vision of what you want your organization to be and a road map of how you want to get from here to there is absolutely essential if you are to be a good steward of your organization's resources. (p. 130)

Today's volunteer administrators are challenged to look beyond the traditional managerial roles they have occupied in the organization. They are called upon to be visionaries who draw staff together to articulate and formulate a shared vision of the role of volunteers within the organization. It is often difficult to be visionaries in the midst of the myriad of tasks, conflicts, and competing interests that must be addressed each day; it is easy to become stuck in the present status quo, doing things by rote, accomplishing tasks, checking off lists, and putting out fires. These can cause us to struggle to find hope, to develop vision.

Nurturing a shared vision is one of the greatest gifts volunteer administrators can contribute to an organization. When Alice, in *Alice Through The Looking Glass*, met the Cheshire Cat she asked, "Would you tell me, please, which way I out to go from here?" The cat replied, "That depends a good deal on where you want to get to" (Carroll, 1983, p 63). Effective leaders have a vision of "where they want to get to." They help form mental pictures of what the ultimate destination looks like, then they assist in designing steps to get there.

Galena Bogdonavich is the Director of Moscow Charity House, Moscow, Russia. She works in an antiquated, top-down management structure with very limited resources. But Galena has a dream. She sees volunteerism as the rebirth of the democratic foundation in Russia. She believes it is the hope of the future for the Russian people. She can make you believe that anything is possible when you are with her. You want to be a part of that vision, that movement, that incredible happening. Although it is initially her individual vision, she willingly listens to your comments and insights, and quickly, it becomes your shared vision.

Creating a shared vision is more than the knowledge and skills required to assemble words into an inspirational vision statement. It is the personal capacity to draw people together to design and

articulate a shared vision through the involvement of emotions, feelings, and aspirations.

It is the role of leaders to take the input of the entire vision community, focus it and bring it into a coherent, powerful vision. Leaders listen. Leaders see the connections between today and tomorrow. Leaders show you what the vision will look like once you get there. (Barker, 1990)

A vision that is understood and shared by a leader alone does not create the power for organized movement. People do not follow a vision of which they are not a part, in which they have no ownership. Volunteer administrators must develop the capacity to not only see the future, but to communicate that future so that all around them see it as well. Shared vision creates a sense of teamwork and collaboration between paid and volunteer staff. Shared vision links individual volunteer efforts to the overall organizational mission. Shared vision sustains hope, builds commitment and makes both our individual jobs and our shared profession more meaningful.

Embracing Diversity While Nurturing Pluralism

Diversity will be remembered as a major societal buzz-word of this final decade of the millennium. With its American moral and legal roots anchored firmly in the Civil Rights Movement of the 1950s and '60s, we have as a society, as a profession, and as individuals worked diligently to understand and "practice" diversity in volunteer administration. Countless diversity seminars have been offered; diversity task forces and ad hoc committees formed, disbanded, and reformed; and non-profit organizational value statements written and rewritten to include a public commitment to diversity. But in spite of all of these well-intentioned, well-planned and well-executed efforts, we remain a very homogeneous profession, still largely white, largely middle-class, and largely female, advocating what is still a largely white, female, middle class social phenomenon (i.e., volunteerism). We understand the concept of diversity; we have developed the individual skills and organizational abilities to "practice" diversity. The core competencies are there; then, what is the problem?

We suggest that in order to truly embrace the concept of diversity, we must do more than knowing and doing it; we must each develop the personal capacity to value it. The American Cancer Society's National Task Force on Diversity (1998) defined diversity not as a product, but rather as "a process of valuing differences in people through actions. These differences include: race, gender, age, physical ability, sexual orientation, economic status, education and culture" (p. 1). Until we each work to internalize and personalize the fundamental knowledge and skills needed to reach out to those who look, think, sound, love and believe differently than us, we will as a profession continue to struggle and grope with this issue.

Furthermore, the capacity to value diversity is, in itself, not enough for the continued success of volunteer administration into the next millennium. Yes, we must develop the knowledge, skills, and capacity to understand and value diverse individuals, but we must further move beyond embracing diversity to nurturing pluralism. According to the Girl Scouts of the U.S.A. (American Cancer Society, 1998), pluralism is a "system that holds within it individuals or groups differing in basic background experiences and culture [i.e., diversity]. It allows for the development of a common tradition while preserving the right of each group to maintain its cultural heritage. Pluralism is a process involving mutually respectful relationships" (p. 1).

Volunteer administration is founded upon one of the oldest yet most overlooked pluralistic phenomena in Western culture: volunteerism. As volunteer administrators, we encourage, mobilize and support individual youth and adults from different personal and professional

backgrounds (i.e., diversity) to share their talents and skills with each other in order to promote the common good (i.e., pluralism). In fact, the authors define a volunteer as anyone who gives their time, energies, or talents to any organization, group, or non-related individual without being paid for their efforts, benefitting the common good. Our competence in mobilizing diverse individuals to work together in order to benefit the larger, pluralistic good is critical to our profession; likewise, our individual capacity to value the individualities involved in this synergy is critical to us as volunteer administrators. We suggest that to reach consensus regarding today's ongoing debate regarding the diverse concepts of volunteerism, service, national service, service learning, mandated service, and community service , we as volunteer administrators must recognize that regardless of the specific form of helping others, the ultimate outcome we all seek is improving ourselves, others, and our society. When viewed in this holistic, pluralistic context, many of the debates and heated discussions we find ourselves in today almost seem redundant.

Accepting Change and Managing Ambiguity

We live in a time unlike any previous in human history, where the discovery and dissemination of new knowledge and technologies is occurring at such an accelerated rate that many of us are at a loss to try to keep up. We have moved from a former time when change was slow, gradual, and (most often) predictable to today when change is rapid, ongoing, and (most often) unpredictable. Although Vail coined the phrase "permanent whitewater" in 1991 (p. 3), the metaphoric comparison of change to flowing water is as old as the Greek philosopher Heraclitus (as cited in Fandray, 1999) who stated, "You could not step twice into the same river; for other waters are ever flowing on to you." Apps (1994) refers to our era as the "Emerging Age" since it is ever-changing, and just when we feel like we have a solid understanding of the current situation it has already changed and a new situation emerged in its place.

Naylor (1967) was our first peer to write about rapidly shifting patterns of community participation; Seita and Waechter (1991) have more recently brought the changing nature of change to our professional attention. They conclude that "quick fixes" are no longer effective; volunteer organizations must seek real transformations that will enable them to survive in the change-related chaos surrounding them.

> The implementation of change for today's successful organization must be achieved through a variety of methods which utilize the ideas and abilities of all those within the organization. The 'cookbook' method, where you follow old rules or someone elses [sic] rules for your organization, may get you into deeper trouble than you are already in. (pp. 7-8).

The challenge of change lies in the fact that we each approach it differently and with differing levels of comfort and anxiety. Consequently, we often immediately transfer our understanding of and abilities to change (i.e., competencies) to those around us without first stopping to try to understand their individual context or perspectives (i.e., capacities). Too often, we participate in professional meetings, training seminars, national conferences, and personal discussions where change is resented, villainized, and even cursed. Yet, change in itself is neither good nor bad; how we approach change and what we make of it greatly affect our perceptions of it.

The reality is, change will happen and is beyond our abilities to control it. We may work to better understand it, we may practice how to better manage and control it, but we may never eradicate it. Computerized calendars, state-of-the-art personal day timers and scheduling systems,

new hand-held technologies linking us immediately to the office from remote locations, and virtual meetings all provide us with new knowledge and skills in order to better manage change. But, all too often they may merely complicate and compound the personal frustrations and anxieties that are the by-products of "permanent whitewater." We attempt to always be-on-top of any given situation, regardless of whether we are at the office, on the road, working from home, or even on vacation. We have created organizational cultures in which our time, both professional and personal, is the currency of choice, and to admit uncertainty or not-knowing is considered failure.

We must develop the personal capacity to approach change and the ambiguity that will always result from it as merely new ways of doing business within contemporary volunteer organizations. We are not suggesting using these two concepts as rationalizations for lack of adequate preparation or failure to accept professional responsibility for our programs. We must continue to be wise stewards of the resources provided to us in non-profit organizations; "well, I just don't know" is not an acceptable response to budgetary or policy-related questions. We must continue to minimize the risks involved to our clients, our volunteers, our agencies, and our peers working within volunteer-delivered programs and services; "I just never imagined this could ever happen to our program" is not an acceptable response to an organizational crisis. We must continue to learn and grow professionally regarding the necessary knowledge and skills needed to be effective and efficient as contemporary managers of volunteers and administrators of programs; "I was certified in 1995; that wasn't part of the training" or "they've never covered that in any workshop I've been to" are not acceptable responses to our continual challenge to remain competent and current.

Contemporary volunteer administrators must develop the competencies and capacities to become lifelong learners in volunteerism and management rather than merely experts on volunteer management. Our roles and responsibilities will then expand to become leaders of learning organizations, where change is seen as an opportunity to institutionalized learning that "begins at the level of the individual, proceeds through the level of the team, and is internalized, codified and stored ... so that everyone ... is able to participate (Kline & Saunders, 1993, p. 15). When volunteer programs and agencies become learning organizations, change is accepted as a normal component of contemporary society, and managing ambiguity is accepted as a daily challenge to each paid and unpaid organizational stakeholder to learn and grow together.

Acting Within Shared Values and Championing Ethical Behavior

The realties of change and ambiguity in our profession today necessitate a ongoing examination of our guiding values and ethics. "As our world becomes at once smaller and more complex, as change becomes more fast paced, as the economy becomes tighter and the demand for services greater there is a need for ... a closer look at values and ethics" (Johnstone & Waymire, 1992, p. 1). The Association for Volunteer Administration published the second edition of *The Statement of Professional Ethics in Volunteer Administration* in 1996 as a tool to assist volunteer administrators in ethical decision-making. The document begins with a statement of eight core values, recognizing that ethical decisions are based on an understanding of our core values as a profession. According to Johnstone and Waymire (p. 1), "Values are the deep-rooted principles or core beliefs, which influence our attitudes and decisions." We each hold personal values that guide our personal behavior and decisions; as employees, we work within a set of organizational values; as professionals, we are expected to act within a set of shared pro-

fessional values.

> Organizational values define what we stand for and what is important to us as an organization. A sign of a healthy, productive organization is agreement between an organization's values and the daily actions and behaviors of its members and leaders. A positive impact on performance results from all members of an organization understanding and identifying with the group's organizational values. (Safrit & Merrill, 1995, p. 15)

How we will work with one another as paid staff and volunteers should be reflected in an organization's values through a statement of philosophy or a code of ethics. Webster's New Collegiate Dictionary (Tenth Edition, 1996, p. 398) defined ethics as "moral duty or obligation; a set of moral principles or values; the science of ideal human behavior." It is rooted in the Greek word "ethos" meaning custom or character. Ethics are not limited to professional behavior but rather are a reflection of the "ideal behavior" we strive for as individuals and organizations.

According to Harvey and Lucia (1995, p. 115), "our current job descriptions identify the specific functions we perform. But it is our values that describe how we should perform those functions." According to Lynch (1993):

> Underlying the purpose of the successful organization is a set of values, a set of beliefs that drive the action of its people. These values contribute to the level of success the group enjoys.... The right values, internalized by each group member, lead to right actions on the part of the organization. (p. 147)

We have all experienced situations where our professional responsibilities come into conflict with our personal values. Long time, faithful volunteers resent recent organizational changes and passively (or overtly) refuse to follow procedures. The volunteer applicant you are interviewing has two visible tattoos and three body piercings. You are asked to give a job reference for a volunteer that has been a wonderful asset and a good friend, but the job is not compatible with their skills and abilities.

These are the situations that we struggle with and labor over because the answers are difficult and the options numerous. Most of us know how to make choices between good and bad, right and wrong. Ethical decisions are between good and good choices (Kidder, 1995). They force us to weigh our personal values in a shared-values decision-making setting.

> Knowing from what value base we and those around us operate serves as the basis for the ground rules by which we relate to each other. Furthermore, it guides our decision-making. The clearer and better understood these ground rules are, the more effective we can be. (Johnston & Waymire, 1995, p. 8)

Volunteer administrators are called upon to increase the effectiveness of programs and create a greater sense of shared leadership by going beyond what we are doing and how we are doing it to help the organization identify and understand what we stand for and what we believe in (Merrill, 1995). Leaders assume a primary role for developing and communicating shared values but actively involve followers in the identification process. Leaders rely on an organization's mission, vision, and relationship to its clients to determine the behaviors and actions that will most effectively guide the organization in the pursuit of its goals.

> Traditional managers regard such matters as values as too ethereal.... Effective leaders realize that [values] are extremely important.

> By putting the emphasis on creating a culture that carried with it positive beliefs about the capabilities and qualities of each member of the organization, effective leaders help each person come to believe that she or he possesses those capabilities. (Lynch, 1993, p. 150)

Values serve as a guide for both behavior and decision-making. Volunteer administrators may exhibit competence in identifying and defining values, but they also need the capacity to reinforce values and keep them alive through communication, recognition and support, and personal example. As volunteer administrators increasing assume leadership roles within organizations, personal and professional actions will be scrutinized for congruence between what is said and what is done. After all, "The classic functions of management such as planning, organizing, and controlling are essential for success, but aimless without a meaningful context.... that context must be our values" (Harvey & Lucia, 1995, p. 122).

Linking Effective Management to Personal Leadership

Volunteer management courses have traditionally taught management functions to volunteer managers. Little attention has been given to the role of leadership, often because volunteer mangers have not been viewed as leaders within the organization. They have been considered mid-level managers, and educational programs and courses have sought to impart primarily the skills and competencies needed to perform the job. According to Levitt (as cited by Zaleznik, 1977, p. 68), "management consists of the rational design, organization, direction and control of the activities required to attain the selected purposes, and the motivating and rewarding of people to do the work". The *Changing the Paradigm* research of the Points of Light Foundation (1995) articulated the need to combine inspiring leadership with effective management for highly effective volunteer program development. This language reflects what is being discussed and written about by a wide range of experts in both the public and private sector. Workplace and generational changes call into question reliance on management techniques that grew out of industrial era, hierarchical structures. Today's employees and volunteers want to be part of the decision-making process, engaged in the planning and evaluation of programs and projects. They look for leadership rather than management (Kouzes & Posner, 1995). Wheatley (1997) suggested that:

> Most of us were raised in a culture that told us that the way to manage for excellence was to tell people exactly what they had to do and make sure they did it. We learned to play master designer, assuming we could engineer people into perfect performance. But you can't direct people into perfection: you can only engage them enough so they want to do perfect work. (p. 25)

Lynch (1993) concurred:

> Quietly a revolution in leadership is occurring across North America.... As the pace of change accelerates, the need for leadership becomes more critical. Those who continue to manage in the old ways will find their organizations in crisis... . If we are to be a workable society, if we are to make the world a better place in which to live, those in management positions must lead as well as manage.... To respond quickly to changing circumstances, first-line and middle-level managers must exercise leadership. (p.3-4)

The debate between management and leadership is not a contemporary one (Manske, 1987; Zalezik, 1977); the conclusions, however, are:

> While both management and leadership are necessary, the change and complexity associated with the future demands that the leadership role takes precedence over the management role.... Leading in this environment implies learning new ways of operating and behaving based on the demands and reality of a changing context.... Commitment to improve one's personal capacity to lead is generally based on intrinsic motivation.... The leadership role in today's organizations places great emphasis on transforming the enterprise through others. (Hall, 1997, pp. 395, 402)

There is increasing awareness that shared leadership, (i.e., leaders at all level – policy making, executive and middle management) is the most effective model for encouraging and facilitating high impact volunteer involvement within organizations. It is no longer sufficient for a volunteer administrator simply to have the management skills for organizing and operating a volunteer program. Today's volunteer administrators must serve as a focal point for the leadership of the volunteer program (Merrill, 1995). The management functions become dispersed throughout the organization. The volunteer administrator assumes a greater role in training and working with paid staff, as well as volunteers, to accomplish organizational goals. There is less focus on managing volunteers and greater emphasis on creating and communicating the shared vision and values. As leaders, volunteer administrators facilitate relationships and support systems that allow volunteers to make significant contributions to the organization's mission. This change in role necessitates a new look at the competencies required for leadership.

> Traditional management teaching implies that the ideal organization is orderly and stable, that the organizational process can and should be engineered so that things run like clockwork.... Traditional management teachings suggest that the job of management is primarily one of control.... Leaders don't command and control: they serve and support. (Kouzes & Posner, 1995, pp. 15-16)

According to Wheatly (1997):

> People do not need the intricate directions, time lines, plans, and organizational charts that we thought we had to give them. But people do need a lot from their leaders. They need information, access to one another, resources, trust, and follow-through. Leaders are necessary to foster experimentation, to help create connections across the organization, to feed the system with rich information from multiple sources – all while helping everyone stay clear on what we agreed we wanted to accomplish and who we wanted to be. (p. 25)

Drucker (1996) suggested that:

> The core characteristics of effective leaders ... include basic intelligence, clear and strong values, high levels of personal energy, the ability and desire to grow constantly, vision, infectious curiosity, a good memory, and the ability to make followers feel good about themselves.... Built on [these] foundation characteristics are enabling behaviors ... including empathy, predictability, persuasive capability, the ability and willingness to lead by personal example, and communication skills.... It is the weaving together, the dynamic interaction, of the characteristics on a day-by-day, minute-by-minute basis that allow truly effective leadership. (pp. 222-225)

Vineyard (1993) wrote about the chang-

ing role of volunteer program administrators. She identified the need to move away from the direct management of volunteers to a greater leadership role within the organization. She coined such terms as "leadershift" and "relational management" which had "little to do with directing the nuts and bolts but has more to do with how people relate to work, themselves and others" (pp. 186-187). Vineyard gradually changed her language from "volunteer executives" to "leaders" as she described the competencies required to move the profession into the next century. Volunteer administrators have traditionally viewed themselves as managers of people and programs. Yet, many have served as pioneers, designing, directing, and sustaining volunteer programs with limited resources and often little organizational support. They served as leaders in an emerging profession, going beyond designing systems of control and reward by displaying innovation, individual character, and the courage of conviction.

Contrary to the myth that leadership is reserved for only a few, or that leaders are born not made, a wide range of contemporary experts have shown that leadership is a learnable set of capacities that can be acquired by ordinary people to achieve extraordinary results (Apps, 1994; Kouzes & Posner, 1995). According to DePree (1989):

> Leadership is an art, something to be learned over time, not simply by reading books. Leadership is more tribal than scientific, more a weaving of relationships than an amassing of information.... The goal of thinking hard about leadership is not to produce great or charismatic or well-known leaders. The measure of leadership is not the quality of the head, but the tone of the body. (pp. 3, 11-12)

Reflecting

Reflection is perhaps the single most important capacity underlying each of the other capacities we have addressed. Vision can never emerge without individual and organizational reflection regarding the future we seek to create. Diversity will never be embraced nor pluralism achieved without careful and sincere reflection regarding the rights of each individual within the common good of the group. Change and ambiguity may not be manifested professionally without first reflecting upon them as individuals. Shared values result from individual and group reflection and are brought to life through ethical behavior that reflects the values. Effective management may not be linked to personal leadership until each leader reflects upon what is important to them as they work with others towards a common goal.

Within an educational context, Apps (1994) warns against the failure to constantly reflect:

> Educators of conscience have constantly sought improvements over the years. But in the past, many educators became comfortable with strategies and doctrine that they believed worked well, and they have stuck to them. Some educators have resisted critically examining what they do, why they do it, and who might benefit or be harmed by their efforts. (pp. 165-166)

He concluded that "we can learn much through reflection, purposefully attending to and processing what we are experiencing" (p. 205). This supports a major premise that we constantly promote: Questions of "why" must precede questions of "what" or "how."

The enemies of reflection are all around us. Rapid and on-going change has us scheduling ourselves for every waking moment; who has time to reflect? Contemporary demands on our abilities and emotions leave us exhausted and worn at the end of the day; who has the energy to reflect? In today's world of prescribed processes and template programs, we are encouraged to not reinvent the wheel;

what expert can tell me exactly how I should reflect? Unfortunately, we may unwaringly find ourselves in a catch-22 situation where we defend (justifiably so) our inabilities to make reflection a priority in our lives while espousing the virtues that could arise from it.

Fundamental to certification in volunteer administration are the knowledge, skills, and aspirations to define and articulate our individual, personal philosophy of volunteerism. The creation of such a philosophy forces us to stop, think, and reflect upon that thinking in order to clearly and succinctly clarify our fundamental values and beliefs regarding volunteerism and volunteers, and our role in nurturing and supporting both. Closely related to the concept of a personal philosophy of volunteerism is that of a personal philosophy of leadership (Safrit, Merrill, & King, 1998). Both relate to our abilities to work with and through others in order to achieve the common good.

The capacity to reflect is one that, while shared among the profession, must be as individualized as each of us comprising the profession. Apps (1994) described many approaches to reflecting, including asking others' perspectives, providing new and thought-provoking reading materials, and sharing stories with others regarding our experiences. However, reflection can be as simple as keeping a daily personal diary or weekly professional journal; thinking about the attributes and characteristics of people we admire and respect, and then applying those thoughts to current situations in which we find ourselves; or jotting down those spontaneous insights and "ah-hahs!" that come to us as we drive, garden, or shower in the morning. The knowledge and skills needed in order to reflect may be accessed through countless books, workshops and seminars; the capacity to reflect originates within each of us when we make a priority of the critical importance to pause, relax, think back upon the countless personal and professional experiences that have gotten us where we are today, and apply those thoughts to where we want to be in the future.

Drawing Upon the Past as We Move Into the Future

As the cliche goes, "what goes around comes around." Although not labeled as such during either the embryonic or adolescent years of our profession, many of the basic ideas and tenets of personal capacities have been fundamental to volunteer administration throughout. Now, as our profession matures to the degree that it is able to identify basic competencies necessary for volunteer administrators to function effectively and efficiently today and into the future, let us not forget the more personalized, affective, emotional aspects of what it means to be a manager or administrator of volunteers. To quote Coleman (1998):

> The rules for work are changing. We're being judged by a new yardstick: not just how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.... The new measure takes for granted having enough intellectual ability and technical know-how to do our jobs; it focuses instead on personal qualities, such as initiative and empathy, adaptability, and persuasiveness.... Whatever your job, understanding how to cultivate these capabilities can be essential for success in your career. (pp. 3-4)

We would simply add to Coleman's last sentence, "...and your life."

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AVA Leaders Look Ahead

What in the profession of volunteer administration has stood the test of time
. . . and needs to be taken with us into the future?

- "...**caring, compassion and total commitment to other individuals.** Knowing and understanding the individual issues (of each volunteer) is vital to our profession."
Marilyn Schroeder, DVR

- "... **commitment to excellence on every level.**" *Emily H. Filer, CVA*

- "**Flexibility, flexibility, flexibility.** Demographics change—needs change—"community" cultures change. Volunteer administrators, by whatever name, have been able to change with the times." *Eileen Cackowski*

- "The **variety of disciplines** that people enter this field from is extraordinary. They are no longer just the accepted teachers and social workers, but include so many other disciplines — from careers in banking, business, finance, legal, the arts, etc. We need to continue to keep this field open to all." *Rhoda White*

- "**Advocate for standards** in training, curriculum, inclusiveness and programs..."
Ann Jacobson, LCSW

- "The **viability and vitality of local professional associations,** most frequently called DOVIAs but with many other honored names as well. Their multi-decade onset, preservation, and growth, without benefit of national program, finding, or "push" of any kind, is a testament to the membership-motivating power of locally or regionally accessible, affordable quality resources for the professional." *Ivan Scheier*

- "**keeping current**" *Robin Popik*

- "Many best practices have been developed that can be duplicated across sectors within the fieldórecruitment, training, retention, recognition, risk management, to name a few." *Bonnie Esposito*

- "We have a **premier professional credentialing program** ... Why not market it? How we take things into the future will depend upon the **synergy of our members and our leaders.**" *Lucy A. McGowan*

- "**The human spirit** ... to answer the call to service." *Vivian Tang*

- "defined and refined **functions of volunteer management** ... based on the professionís various service arenas — arts & culture, education, health, human services, environment, etc." *Christine G. Franklin, CVA*

compiled by the guest editors from a 1999 survey specific to the special millennium issue of The Journal

Pausing at the Millennium — Reflections of a Veteran Volunteer Administrator

Jarene Frances Lee

As the millennium draws to a close, my mind is filled with memories of my 30 years in the field of volunteer administration; and, at the same time, in looking ahead I am filled with excitement about what lies before us.

When I began my career in 1968 it was, as it was for so many others, an accident. I did not grow up wanting to be a volunteer administrator. And yet, within my first few months as the director of volunteer services at Trenton (NJ) Psychiatric Hospital fresh out of graduate school I knew I had found my field. It was hardly a field then, however. Harriet Naylor's book — the first in the field — had been on the market only a year; AVA existed but it had a different name, a narrower focus and a tiny membership.

Over the years, many things have happened that now justify calling our line of work a field (but hardly a profession): AVA's competency-based certification program, the huge number of books on the market for us, the availability of good training and some college-level courses, to name a few. Yet I believe we are still "a discipline in diapers, an unknown breed," as I wrote in an article published in *Voluntary Action Leadership* in 1977.

Why is this? Could part of the answer lie in our inability to connect what we do —what our unique expertise is—with the positive trends and also the growing needs of the society around us? In other words, have we been so bound up with how to do our jobs that we have not stopped to reflect on why our jobs exist at all?

Put simply, I believe that we are to be, first and foremost, advocates for volunteerism. The voluntary spirit that Ellis and Noyes chronicled in *By the People: The History of Americans as Volunteers* is vitally important in a democratic society. It is the source of virtually all good ideas, the springboard for efforts to preserve our culture, as well as efforts to change it (resulting in some conflict, of course). Whether formalized or spontaneous, volunteerism is indispensable to a civic society.

If we see ourselves as advocates for volunteerism then we are in a position to interpret the positive trends and the growing needs in the society around us. We can rejoice over the fact that volunteerism is "in." The promotion it is receiving from schools, corporate boardrooms, government policy is unprecedented! And we should stand ready to mobilize the new volunteers who respond to this promotion. That means being proactive, not reactive. It also means speaking out knowledgeably but not defensively when volunteers are touted as the sole solution to "pressing social problems." Yes, volunteers can play vital roles in addressing social problems but not without the training, support and coordination of their work that we are accustomed to providing. Yet where in all the hoopla of the President's Summit did you hear mention of the need for more volunteer administrators?

If volunteers are indispensable, then we are indispensable, too! So what attributes do we have that have stood the test of time? What attributes must we pass on to

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those who will succeed us in the twenty-first century? There are many, but I would like to mention five. First, every outstanding volunteer administrator I know (and I'm proud to say I know many) is a positive person. We have a spirit of optimism, a can-do attitude, a certain vibrancy that, I believe, comes from working with volunteers. Second, we have a remarkable ability to do seventeen things at once while neither sweating nor swearing. Can that be said of even the world's finest brain surgeon? Third, we are intuitive; we see in people gifts and strengths that even they didn't know they have and we know how to fit those gifts with the needs of the organizations we serve. Fourth, we are not shy. We can ask anybody to do anything. Partly it's because we believe in (I sure hope!) the cause we're associated with; and partly it's because we know about the special joy that one experiences when one helps. And fifth, we are affirming. We are not afraid to tell people (and not just those who are volunteers) that they ... did a great job ... are a lifesaver ... are a joy to work with ... make a difference ... We are, in fact, so good at affirming, that we can do what some find unthinkable: fire a volunteer. If the volunteer administrators of the next millennium do not have these five attributes then they will have become too "professional!"

So the greatest challenge that our field will face in 2010 can be avoided if we face it now: promoting our legitimacy. Even here in New York City, there are too many agencies, including large and reputable ones, that pay their volunteer administrators terribly. Others do not recognize them as equivalent to department heads and bury them on the organizational chart and/or load them up with other unrelated responsibilities. Still others fail to provide for paid assistants and a larger budget as the size of the volunteer program grows. The mistaken notion is that volunteers are free. We will help our own case if we continuously reminded ourselves that it is essential to be thoroughly grounded in our field.

AVA's big challenge is to continue to pull us together. It is regrettable that our unwieldy regional structure was not modified in time to let AVA be the international catalyst for the creation of local DOVIAs. My dream is that every volunteer administrator will someday see AVA membership as indispensable. If that does not happen soon then AVA will lose ground in a field that it helped to shape no more than 30 short years ago.

AVA membership has been indispensable to my career. In the '70s I attended workshops at AVA conferences conducted by such greats as Harriet Naylor, Ivan Scheier, Eva Schindler-Rainman and Marlene Wilson. I have read everything they wrote, such was their importance to my professional development. AVA continued to feed my need for growth by ensuring that other great trainers spoke at the conferences in the '80s and '90s: Sarah Jane Rehnborg, Rick Lynch, Sue Mallory, Steve McCurley, Sue Vineyard, Susan Ellis, Linda Graff, Betty Stallings and others. AVA is also a link to peers around the country and abroad as well. The great danger in this field is the sense of isolation that comes with being the only one of a kind in one's organization. To have colleagues a phone call away with whom I can commiserate and collaborate is vital. Finally, AVA gave me an opportunity to shape the field by allowing me to serve in a number of leadership positions nationally and locally over the years.

Even though I believe we are still "a discipline in diapers, an unknown breed" I cannot think of another field I'd rather be in. My role now as a trainer, consultant and writer gives me the opportunity to share with others younger than I what I learned from those older (or more experienced) than I. Our willingness to help one another is one of the finest characteristics of volunteer administrators. May that still be so when we are well into the the next millennium.

Embracing the Future

ABSTRACT

Drawing from a variety of current sources both inside and outside of the profession of Volunteer Administration, this article explores the future trends most likely to impact directors of volunteers through the year 2010. The author describes how relationships with business, funders, government, and individuals will transform in the coming years; and outlines the four trends most likely to affect volunteer administration through the next decade: technology, diversity, collaboration, and new paradigm thinking and leading.

The Future of Volunteer Administration

Laurie McCammon, M.S.Ed.

> *Like the present, the future is not a single, uniform state but an ongoing process that reflects the plenitude of human life. There is in fact no single future; "the" future encompasses the many microfutures of individuals and their associations.*
>
> *It includes all the things we learn about ourselves and the world, all the incremental improvements we discover, all our new ideas, and all the new ways we express and combine them. (Postrel, V, 1998 p. xiv)*

Future forecasting is hardly an objective science, so it only seems fair to share my disclaimer at the outset. I am an optimistic futurist (as opposed to a pessimistic one). There are at least two reasons for this. First, I believe in the credo, "what we give our energy to is what will thrive." If I give my energy to describing a gloomy, frustrating future for our profession, I'll be more likely to create one for myself and to perpetuate that expectation for others. If, however, I interpret the data on the future in terms of the potential for good, I not only will expect and create good, but my heightened optimism will orient me to best recognize and utilize the opportunities the future provides. Secondly, I believe it has been proven again and again that pessimistic predictions and visions of the future are flawed because they fail to take into account the power and nature of the human spirit. Where is that sterile, impersonal future predicted by James Orwell, numerous sci-fi flicks, and even Disney Land's original Tomorrowland exhibits? It is not here, and I'd argue, never will be because the human spirit has ensured that warmth, caring and community are central parts of any future we might create. Moreover, this "humanizing" effect grows over time, for it is not only technology that grows, evolves and becomes more self-aware over time, but also the human spirit - *especially the human spirit!*

The research for this article took me largely into realms outside our field, although I equally sought to honor and share the innovative thinking of the many talented leaders — seasoned and budding — in our field. I consulted the works of researchers, visionaries, social and technical innovators, trend-watchers and a mystic or two to honor the realms of the heart that are so often a part of the work of volunteer program administration. The sheer volumes of information and opinion —

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some of it disparate — could send any self-preserving would-be futurist running for the door (and should have if this author was smarter!) But surprisingly, what I found in the end was a relatively cogent, commonly agreed-upon handful of visions of the future. What I have included here are those trends that meet two specific (and relatively speaking) narrow criteria: trends most apt to influence and/or involve volunteer program administrators; and trends which were echoed in and confirmed by several different sources.

The goal of this article is to provide relevant, timely information to assist volunteer administrators in positioning themselves and their programs for the next ten years. It is my deeper wish that this article may serve as a wakeup call for us all: to see ourselves as the leaders we already are, and to glimpse the future context in which we will become the highly valuable leaders of the broader community of tomorrow. The first half of this article will focus on the four key constituencies (from outside our organizations) who influence what our volunteer programs will become: government, business, funders and individuals. **Shifts in our relationships with these constituencies will be significant throughout the next ten years.** The second half of the article will briefly outline the four societal trends most likely to be influential to volunteer program management in the first decade of the new millennium. Specifically, these are (in no particular order): *technology, new paradigm thinking and leading, diversity, and collaboration.*

Now is a Time of Unprecedented Opportunity for Our Profession ... A Defining Moment

> *[T]here is mounting evidence that civic engagement is increasing globally.* (Ladd, C.E., 1999, p. 121)

> *[A]t this moment in history, we are more dependent on the nonprofit sector for ideas, innovation, and experimentation than any generation that has come before.*
>
> *— recent president of the Rockefeller Foundation, Peter Goldmark* (cited in Shore, B., 1998)

> *We [at for the International Association for Volunteer Effort (IAVE)] believe that volunteering will be one of the fundamental defining worldwide social movements of the next decade.* (Allen, K., 1998, p. 21)

Yes, this is a defining moment in the history of our profession. I suppose one could argue that any moment is potentially a defining moment. However, surfing enthusiasts know that there is an ultimate moment to catch a wave, and some waves are "better" than others, propelling you faster and longer than the rest. As I will describe shortly, there is a preponderance of evidence to support the assertion that never before have so many distinct constituencies in government, business and community cried out so blatantly for leadership and guidance in those areas in which our field excels and specializes. Never before have we been in a better position to play a key role in facilitating social innovation throughout the world. The rewards for ourselves as professionals and for the communities we serve will be tremendous. But we will need to make ourselves ready for the task. As the saying goes, "luck is where preparation and opportunity meet." We are in an enviable position: a great wave is on its way. Are we ready?

Yet this does not mean that hoards will soon be knocking on our doors, waiting on bended knee for us to answer. Literally and figuratively, they don't know where our doors are, or how to even begin looking us up in the phone book. The profession's visibility problem is currently a hot topic in chat rooms, on web sites and in newsletters and meetings that involve volunteer administrators. Recently, AVA posed a question to leaders in the profession, "What is the greatest

challenge that will face the profession of volunteer administration in the year 2010?" Volunteerism guru Sue Vineyard responded, "That of being able to change and adapt to the increasing needs and demands of our work....[O]ur role in the world's development is so critical." For the most part, we've been too busy with the nuts and bolts of our everyday demands (and rightly so) to hang up a shingle saying, "Experienced Volunteer Administrator, Open to new Leadership Roles." But if we don't do it, someone else, perhaps not so well equipped or community-focused, certainly will.

PART I: FOUR CONSTITUENCIES

Government Shift

> *Dollar for dollar, government investment in programs designed to complement and support the volunteer sector have proven to be among the most cost-effective means of providing social services in local communities.* (Rifkin, J., 1995 p. 264)

Increasingly, governments are looking to the private and nonprofit sectors to pick up the slack left by eliminating or reducing public services and the "safety net." Visionaries such as Duane Elgin, author of *Voluntary Simplicity,* were predicting this governmental shift in America in the early 1980's. Recent submissions to *The Journal of Volunteer Administration* confirm that the shift has become real — *and global* (Bowen, P., 1997; Yanpingli, 1999). Changing values, demographics and even technological advances (particularly in communications) are making it more likely that in the future government will no longer be seen as the compassionate helper of first resort. Rather, communities will develop the capacities to take on that role (Rifkin, 1995). And to further complicate things, these communities may not be towns, cities or neighborhoods, but rather may span the globe or exist in no particular physical space at all! Futurist Mark Knoft predicts that in the next century we will gain a significant amount of our support and belonging from virtual communities such as those created by activist and interest groups on the internet (1997). In his comprehensive report on the current state of community engagement, Carll E. Ladd (1999) confirms, "The old neighborhoods of physical propinquity are far less important than they used to be, but better systems of information exchange and transportation have created a great variety of new and more inclusive communities of social interaction" (p. 155).

In order to successfully take ownership of community issues formerly stewarded by the government, the public will need the guidance of those with expertise, information and connections regarding community needs, resources and mobilization. Government, looking to "unload" its former responsibilities, will encourage, and in some cases seed new programs to take on the burden. Social reinvention will be greatly enhanced and guided by the diverse talents and competencies of volunteer administrators.

How to ride the wave of government shift

There are likely to be more opportunities for volunteer administrators as community groups expand to deliver the services formerly provided by government. Skills and a proven track record in community mobilization will be at a premium. As these programs show their success, there's likely to be a snowball effect. A shift of values and perspectives in society which sees the community and the individual as the fulcrum of change will drive the further expansion of community-run programs.

All of this sounds great for the field of volunteer administration. That is, except that volunteer administrators are not likely to be involved in guiding the governmental shift unless they make themselves known — and available — in the years ahead. This is one great paradox of the

future: although they need our skill, they may not be aware that we have it to give. Cloaked behind the thick wall of sponsoring organizations, most volunteer programs today are practically invisible to outsiders. Worse, as we enter the twenty-first century, volunteer program administrators have not yet gained the recognition and respect they deserve within their organizations and within the wider community. As early as 1985 volunteerism visionary Ivan Sheier uncovered this issue and expressed his concern that we develop a more prestigious role for volunteer administrators:

> *We tend to say [to managers of volunteer resources], apply your skills primarily to volunteers and the volunteer programs, not to staff, clients, boards or other aspects of the organization. This is an unnatural restriction, in my view, and precisely what job enlargement people are effectively surmounting. But they may be doing so largely unconscious of the general question raised for our profession: Are we a complete profession, as now defined, however excellent the range of skills we have, if we only apply these skills to one kind of worker in one segment of organizational operations? (1985/1986 p. 15)*

If volunteer administrators and volunteers themselves are not recognized as important resources to the process of social innovation, it is likely they will continue to be viewed in a narrow context, but this time as those who "clean up" when governments end programs and community organizations scramble to fill in the gaps with inadequate staff and resources. Is this the kind of future we want for our profession?

Inclusion in the process of shaping governmental shift is further hampered by language. Simply put, we have ours and they have theirs. Or more recently, we have ours, they have theirs, and those other people have theirs, but we think we are all talking about the same thing — or are we? Keeping the governmental shift trend in mind, the question then becomes, *what name and descriptions most accurately convey the roles our profession could ideally take in the more mobilized community of the future?* Certainly, this is the genius behind the "civil society" message: it is inclusive, not burdened with outdated stereotypes and somehow calls to mind a broader vision. We may not like it, but there is much to learn from the rapid success of initiatives that use new language to promote volunteerism, often creating whole new markets for support and participation. Sarah Jane Rehnborg, a past president of AVA and Director of the Center for Volunteerism and Community Engagement at the University of Texas, illustrated this point recently on a CyberVPM online discussion:

> *When I have spoken with school principals and administrators about community engagement ... they simply cannot get enough information. This is, from our perspective, volunteer management, but we haven't taken the time to articulate our cause in the language that is valued by the "consuming" audience and an audience, I might add that often regards volunteers as fluff, but considers the community as crucial.(April, 1999)*

The Association for Volunteer Administration has recognized the critical importance of language to the profession. The executive summary of its January, 1999, Think Tank concludes, "What is needed is a new vocabulary that emphasizes civic involvement, innovation and results... Given current, compelling forces in the environment surrounding volunteerism, re-positioning is critical and timely." (compiled by Nora Silver, September 30, 1999)

The Age of the Evolved Individual

> *Even as they talk about avoiding commitment, volunteers often ache to*

identify with a cause — not an agency or a program, but a cause. We have a huge number of "corporate refugees" looking for meaning in their lives. When they identify with a cause *they bring commitment — deep and long term. (Nancy A. Gaston, CVA, personal communication, 1998)*

We instinctively reach out to leaders who work with us on creating meaning. Those who give voice and form to our search for meaning, and who help us make our work purposeful, are leaders we cherish, and to whom we return gift for gift. (Wheatley, M., 1992, p. 135)

Individuals in unprecedented numbers are actively searching for and expecting to find deep, meaningful work in their lives. They are joining associations, volunteering and giving money at the highest rate in history. Gallop and Princeton Research Associates found that the percentage of the public who say they are engaged in social service work has doubled since 1977. The Roper Center for *Reader's Digest* found a 6 perecent rise in volunteering between 1994 and 1997. (cited by Ladd, C. E., 1999, p. 62)

And the trend gets stronger as we look to the future. Faith Popcorn and Lyn Marigold, well-known trend-watchers and authors of *The Popcorn Report*, recently identified seventeen major trends affecting our lives and work. (1997) At least five of those trends point directly to a marked increase in individual interest in volunteerism over the next decade. They believe this is driven by a spreading awareness (after the "greed-driven, soulless 80s") that there is something more than the search for material success. Marigold and Popcorn predict a mainstream return to old values such a hope, faith and charity. (1997)

But while workers are searching for meaning, most corporations have failed to capitalize, instead demonstrating a disturbing trend of bottom-lining that diminishes and discounts the individual. Individuals today are more likely than ever to experience downsizing, plant closings, the erosion of fringe benefits, job shifting, and an employer who shoulders no responsibility for addressing the challenges of the dual worker household. It's no wonder that workers are demonstrating the lowest level of employee loyalty in history. Individuals searching for "more" are learning they cannot necessarily expect to find it at work.

How to ride the wave of the evolved individual

The manager of volunteer resources is in an excellent position to serve these individuals by pointing them to meaningful work that makes a difference while allowing them to experience the meaning, value, connection and respect they crave — and deserve. However, to successfully capture and harvest these lofty individual aspirations, we must continually work to develop our capacity to market, design and support volunteer opportunities that clearly connect volunteers to compelling, tangible goals. Nan Hawthorne of CyberVPM recently wrote,

One challenge I believe we must absolutely meet is the shift in how volunteers see themselves and want to be involved in our organizations. ... On the whole, volunteers are busier people with more demands on their time and they are better consumers now with 40+ years of both advertising and consumer education. (CyberVPM online discussion, April, 1999)

The implications for directors of volunteer services are nothing short of monumental. Volunteer management guru, Nancy Macduff, recently told AVA:

It means re-thinking the entire way the volunteer program is organized and carried out. This requires letting go of some old and outmoded ideas about volunteering and taking on new

ways to allow volunteers to participate in organizations. Change is not easy under any circumstances. This is structural change of the highest order. (personal communication, September, 1999)

Our capacity in this area will be challenged by the fact that individuals are becoming increasingly used to customization and choice in all aspects of their lives. A "point and click" mentality will become increasingly pervasive in the years ahead. Clearly, volunteer positions that unreasonably limit an individual's ability to choose will find a very limited market compared to those that allow for customization and continual reinvention of roles. This is already beginning to show, as informal, grassroots organizations are exploding in numbers while many traditional community service organizations with national headquarters such as the PTA are seeing declining membership (Ladd, C. E., 1999).

The trend toward customization and individuation, when brought to its natural conclusion, will drive many individuals to bypass existing volunteer opportunities in favor of inventing their own opportunities for service. Impatient with the cumbersome, slow-moving, and sometimes impersonal structure of established organizations, and aided by the tools of the Information Age, they are inventing ways to associate with each other to share their values and aspirations. In the early '90s, volunteerism futurist Ivan Scheier predicted the trend of free association and the emergence of a new career track for volunteer program administrators: consultant to entirely volunteer groups.(1992-1993) It seems as though his prediction is coming to pass as a viable and growing career track of the future.

Business and the Wave of Social Responsibility

[T]he wall between for-profit and nonprofit may soon become an anachronism. (Shore, B., 1999, p. 137)

Some businesses, seeing the potential to attract this new brand of "evolvedî customer, are defining a new wave of business-as-usual commonly known as "social responsibility." This means community-friendly initiatives such as proactive foundations and charitable trusts, family-oriented personnel policies and programs, and time off for employees to engage in community service. This is good business, say Popcorn and Marigold, (1997) who refer to a trend that they have called "Save our Society" defined as, "concerned with the fate of the planet, consumers respond to marketers who exhibit a social conscience attuned to ethics, environment, and education" (p. 315). "Many people, willing to put their money where their beliefs are, are tracking which companies are socially and environmentally responsible" (p. 332).

A new development that takes social responsibility a step further, actually breaking the traditional barriers between business and nonprofits, is "social entrepreneurship." Bill Shore, the leading proponent of social entrepreneurship writes, "The term 'social entrepreneur' is in vogue today, but often goes conveniently undefined. To some it means solving problems through the private sector rather than through government. To others, it implies a commitment to running your [nonprofit] organization as a business" (1999, p. 134). The kind of social entrepreneuring which Bill Shore is promoting in his book, *Cathedral Within*, is a much larger paradigm shift, however. In his vision, businesses cease to be selfless givers of money, materials or expertise who expect only an improved image in return. Instead, they have a vested interest in creating and profiting from wealth-generating ventures developed in partnership with community service programs (1998).

To give an example, the Girl Scouts have been engaging in social entrepre-

neurship for decades, selling Girl Scout cookies that are produced by for-profit bakers. But in social entrepreneuring, it is just as likely for the business be the one to take on the role of marketing, selling and distribution, while the community service program takes on the design and production process. The point is for the partnership to draw upon the unique strengths and intrinsic value of its partners, and for both partners to play a mutually enhancing role in creating and reinvesting revenue.

How to ride the wave of social responsibility

The impact of these business trends are obviously an influx of volunteers and money to support our programs - but not without a price. They require us to look at and honestly evaluate — as well as protect — the value and public image of our organizations and programs. In order to become empowered partners, we must examine the risks and benefits of engaging in partnerships, and we must have access to and be able to trust information about our potential partners. Exploring partnerships will require a great deal of time and energy at the outset, but with potentially enormous and relatively stable long-term benefits. We must be savvy and adjust our thinking to better incorporate the needs, the concerns and the language of business. The financial pressures on non-profits are enormous, and already a large wave of distrust has been directed toward their non taxable status (Bradner, J. H.,1997). We need to be willing to explore new hybrids of profit/nonprofit, even when these partnerships threaten our nonprofit tax-exempt status, for the benefits of a long-term financial partner may become more stable and lucrative than the benefits of our increasingly shaky tax status.

Funders: From Philanthropists to Venture Capitalists

We seek respect, but often do not provide our stakeholders with the information they need to recognize the impact of what we do... Yes, it's hard work, but if we ever hope to be recognized for what we do, we need to show, in quantifiable and/or qualitative terms the impact of citizen engagement in all of its forms. (Mary V. Merrill of Merrill Associates in an April, 1999 CyberVPM online discussion)

I do feel we need to get beyond simple measurements of inputs (number of bodies, number of hours, number of matches, etc.) and move more as a profession towards "thoughtful and discrete analysis." (Chris Dinnan, VT Department of Corrections in an April, 1999 CyberVPM online discussion)

Funders, no longer satisfied with throwing money at social problems without real, tangible evidence of impact are searching for ways to tie their gifts to outcomes. Nonprofits, weary from the cumbersome grant seeking process, are looking for alternatives that don't repeatedly drain significant amounts of time and energy from delivery of services. These two concurrent forces together will drive two successive, yet different trends — one short term and one longer in duration.

In the short term, funders will exert pressure on grant applicants to expand and transform their documentation processes. Although even more cumbersome than previous "bean counting" forms of evaluation, outcomes or impact-based evaluation will finally lead to greater understanding and trust between funders and grant recipients. The initial investment on the part of a nonprofit to learn and apply the new techniques of outcomes based evaluation will not only improve relationships with funders, but will also lead to greater understanding of the community whose needs it exists to address. The walls between funder, nonprofit and recipient of services will be sig-

nificantly thinned.

Eventually, as trust and connection are built, some funders will no longer feel the need to embrace the role of monitor. Evaluation will always be a key tool in program success, but it will have become more integrated into ongoing connections between funder, program and community. And as the shortcomings of the grantmaking process are exposed (namely, the "quick fix" approach of one-time gifts), longer-term, integrated partnerships will emerge. Like businesses, some funders will catch the wave of social entrepreneuring. The new focus will then become the design and maintenance of these new ventures. There are enormous incentives for funders to consider social entrepreneuring. This point is perhaps best illustrated by the experience of funders who have already undergone this shift:

> *[Funders] felt like their money was going to have a social impact, which was a big part of their interest, but they were also going to get it back, so it could have a second social impact somewhere else if they so chose. Investments are risky; there was no guarantee that they would get their money back, but compared to making a grant, in which the guarantee is that they will not even get one penny back, this was a risk they were willing to take. (Shore, B., 1999, p. 227)*

How to Ride the Funding Wave

In the immediate future, savvy volunteer administrators will refine their evaluation and data collection goals to track outcomes rather than inputs. Guidance on how to do this is becoming more widely available (see Saffrit, R. D.& Merrill, M, 1997). In the long term, volunteer administrators must become more willing to give up some degree of control over the direction of their programs, welcoming clients and funders as on-going, integral partners in the process of program planning, implementation and evaluation.

PART II: FOUR FUTURE TRENDS

There is always some risk in attempting to name the most influential future trends of our profession's future. First, these four trends will affect each of us and each of our programs differently. The uniqueness of our programs dictate that what has a heavy impact for you, may have little impact for me, or vice versa. Secondly, one cannot rule out the inevitability of "wild cards of fate," those totally unsuspected, sudden events that alter the course of history in monumental, unexpected ways (Consider the impact of such events as the fall of the Berlin Wall and the assassination of Martin Luther King, Jr.). Further, the points of division between the trends presented here are more arbitrary than real, for they are intimately interconnected and overlap in many directions. But then this is yet another example of the "blurring" to which Marlene Wilson so aptly points in her spring, 1999, article entitled, "Listening for Today: Envisioning Tomorrow." Indeed this is precisely what the fabric of the future is all about. That being said, I encourage you to interact with these four trends — technology, diversity, collaboration and new paradigm thinking and leading — extracting from them what empowers, aids and interests you.

Technology

> *It's easier to be an engaged citizen in the Informational Economy than in the Industrial Economy. ... [P]ostindustrialism extends the resources for civic participation. It increases dramatically the proportion of the public given advanced educational skills and new communication tools. It frees broad segments of the populace from grinding physical toil. By extending material abundance, it widens the range of individual choice and invites millions to explore civic life in ways previously out of reach for them. (Ladd, C. E., 1999, p. 21)*

As connections are made between various forms of telecommunications — digital television, the Internet, cable television, e-mail, personal computers, and fax/scan/copier machines, the pace of change will greatly accelerate and transform the way we work and think. Technology will continue to transform our profession in ways we are only beginning to glimpse. Some of these creative approaches include: 1) on-line philanthropy including on-line auctions; 2) sharing resources through inter-agency volunteer opportunity databanks; 3) listserv discussion groups and real time on-line conferencing (chat) to discuss issues germane to civic engagement; 4) educational resources including on-line libraries, courses, certification programs and book stores; 5) web pages with articles, advice, speakers bureau, etc.; 6) quick response to time-sensitive lobbying or aid efforts through combinations of e-mail, Internet, chat and teleconferencing; 7) actual volunteering on-line (editing, disseminating information via e-mails, maintaining a web site, posting information to bulletin boards and discussion groups.)

Soon to become mainstream is the digital television revolution which transforms a one-way media to an interactive one where active viewers have a variety of choices, including choosing when they want to watch a show; pausing a show without missing any of it; selecting a camera vantage point from which to view the show; and exiting a show to watch an informational video about some aspect of the show (perhaps how to learn more about volunteer opportunities).

The net effect (no pun intended) of these technological advances will be to make it quicker, easier and more convenient for individuals to find and participate in the volunteer opportunities of their choice. The enormity of possibilities presented by these technologies will force individuals to become better consumers and choice-makers, so your volunteer program is likely to experience an influx of very savvy and motivated volunteers who have already gone through many self-initiated steps to find you. What it will take from you, however, is a significant investment in technology, in continual learning, and in locating your program where it can be found by techno-volunteers. Further, you will need to adapt or develop new methods for recruitment, retention and evaluation of volunteers that are customized for use in virtual space.

Diversity

> *Our model of volunteer management within programs within formal organizations is an extremely Anglo-industrial model which does not translate well to other cultures. We must learn how to take those things that make a volunteer/helping experience good, and find other methods and ways of sharing that with diverse groups. (Melissa Eystad, Director of Volunteer Development AFS Intercultural Programs, USA, personal communication, September, 1999)*

> *We are moving from the Age of Reason, of analysis, into the age of synthesis. ... Western civilization has tried to put everything and everyone into categories and classifications - few of which work any more. ... Wait a minute, you might be asking, "How can you say things are coming together when there's all this emphasis on diversity? Aren't we actually more diverse?" As I see it, we deal with more diversity because people are coming together across the old boundaries. When our agencies and programs were staffed by and served people who all looked and thought pretty much alike, those with differences were invisible, because they were someplace else. Not any more. (Nancy Gaston, CVA, personal communication, September, 1999)*

Depending on whom is speaking, our profession is either doing a good job at

incorporating and honoring diversity, or is just barely beginning. I would suggest that it is both simultaneously. This is because so much of our success as a profession in this area depends on the personal attitudes and values of each practitioner. In a 1997 article on diversity in volunteerism, Santiago Rodriguez points to the all-important personal dimensions of a profession's approach to diversity:

> *Rather than learning about other groups — and that, indeed, may be important — diversity requires an individual to assess what one's personal values are, and how these values affect our individual behaviors with other people. What we value will affect how we behave with other people. We need to be consciously aware of our values. (p. 19)*

As Nancy Gaston noted, there is wide agreement across disciplines that the world is emerging from a 300 year old focus on classification into parts to a new focus on unity and whole system thinking (Wheatley, M.,1992). Shedding light on what this means to diversity, Maryanne Williamson (1997) writes, "Unity and diversity are not adversarial but, rather, complementary parts of a unified whole. They are at their best, synergistic partners in the creation of a more highly evolved culture. We are woven from many diverse threads, yet we make one piece of fabric" (p. 72). She touches on the personal dimensions of this endeavor: "Unity in diversity is a principle that demands of us personal maturity. We must develop the ability to tolerate the creative chaos of many voices and opinions all expressing themselves at once; to not seek control over the thoughts or behaviors of others just because they are different from us; and to listen with respect and recognize the dignity of those with whom we disagree" (pg. 73).

What will equally challenge our skills and attitudes as a profession is that where diversity is concerned, there is no wise or reasonable place to stop. Cultural, gender, educational, age and socioeconomic diversity just begin to scratch the surface. (Wilson, M., 1999) Consider some other areas in which we are challenged to become more inclusive: broadening the definition of volunteering and who volunteers; welcoming as legitimate multiple motivations for volunteering; including those who need special accommodations in order to engage in volunteering; globalization of networking in our profession where there is unequal access to communication technology. One thing is certain in this uncertain realm: as individual awareness and leadership capabilities evolve (and they will), we will steward one another's participation and empowerment in increasingly effective — and mutually rewarding — ways.

Collaboration

> *The paradox is that in the midst of the confusion of these now blended versus separate sectors, there has never been a greater opportunity of meaningful collaboration. We need one another in increasingly significant ways. (Wilson, M., 1999)*

The thinning of barriers between sectors and the new focus on synthesis and whole systems thinking will lead to an age of unprecedented collaboration and interdisciplinary effort. Many predict that this will signal the beginning of the second Renaissance, a time when the synergistic potential of humankind will finally be realized (August Jacacci & Susan Gault, 1999; Matthew Fox, 1994). Blurring borders and the pervasive "point and click" sensibility will literally make the word "collaboration" outdated, in favor of a more accurate rendering such as "free association."

In the immediate steps before this Renaissance period, we are challenged to topple the barriers between sectors, between types of organizations, and between people themselves. When people

come together in true partnership across cultural, disciplinary, philosophical, and social lines, an unprecedented level of creativity and innovation takes wing. From an efficiency standpoint, we simply cannot afford to do things the old way, confining our collaborations or talk of innovation to those within our profession. We must boldly seek partnerships that cross old barriers. These partnerships may not, at first, seem obvious. One of the pioneers in this area is Jane Leighty Justis, who has contributed significantly to bringing funders and volunteer administrators to the same table. (Justis, J. L., 1998) Recently, she wrote,

> *In the end, volunteerism and philanthropy are woven together — threads in the same tapestry ... the giving of time, talent and treasure will always be linked. It is time to broaden our thinking, and our language, and advocate for volunteers as the critical resources we know them to be. Who can tell the story better?* (personal communication, November 1, 1999)

Susan Ellis (1987) exposed another invaluable yet under-explored partnership. How have we done answering her twelve-year-old call?

> *There is also room for more collaboration between scholars and practitioners. Both sides can initiate a meeting in which useful research projects are discussed. Why should volunteer administrators sit and wish for data when a local faculty member might love to do that very research study? And why should graduate students and faculty pick topics out of thin air when the volunteer community might have a wish list of pressing questions worth studying? (p. 36)*

New Paradigm Thinking and Leading

> *... [A] broader mosaic [is] just beginning to come into focus and take recognizable form. That mosaic gives us our first picture of a new kind of leadership for the next century that looks very different from anything that has come before. It is servant leadership more than political leadership, community leadership more than national leadership. (Shore, B., 1999, p. 236)*

> *What leaders are called upon to do in a chaotic world is to shape their organizations through concepts, not through elaborate rules or structures. (Wheatley, M., 1992, p. 133)*

At the risk of sounding redundant, the more synergistic, blended world of tomorrow will require a new paradigm of thinking and leading. The values for a new millennium will include effective ways to cope with change, chaos, paradox and ambiguity in our everyday living and working. Many are talking about this new paradigm of leadership, including such heavy hitters as Peter Drucker, Tom Peters, Steven Covey, Peter Senge, Duane Elgin, Ken Wilbur, Fritjof Capra, Gregory Bateson, and Depak Chopra. A new paradigm of service — empowerment instead of handout; client-volunteer instead of recipient-victim, and bottom-up instead of top-down — will permeate this new work. Paradoxes will be commonplace: leader as servant, client as volunteer, teacher as student, competitor as collaborator. Those who stretch themselves to learn these new skills and philosophies will find that they will be able to surmount the sea of risks and fears ahead to reach the rich, synergistic ground beyond.

There is evidence that when it comes to new paradigm leadership, managers of volunteer services may have a significant head start on their counterparts in other professions. For example, a recent (1997) study by Robert F. Ashcraft and Carlton F. Yoshiokota measured five widely recognized practices of the new leadership paradigm: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the

heart. They reported that, "mean scores for AVA respondents were found to be higher for each of the leadership practices factors when compared to the other functional fields" (p. 27).

Discussion

> *... my own conclusion, from two years of rummaging through the assembled findings, is that we have allowed our persistent anxieties about the quality of our citizenship to blind us to the many positive trends that have been occurring. What emerges ringingly from the diagnosis presented here is that civic America is being renewed and extended, not diminished, and that a new era — here in the United States, but worldwide as well — will be more participatory, not less so. (Ladd, C. E., 1999)*

Never before have so many constituencies been so vocal and so aware of the need for new social invention, yet so ill equipped to carry it out. At the dawn of the new millennium, there is emerging a critical mass of awareness of this need. We, in the field of volunteer administration, are poised at the threshold of a new era, one in which we can take an evolutionary leadership role. This is a wakeup call of unprecedented opportunity and service, asking you to connect with your deepest aspirations and to remember what called you to the field of volunteer administration in the first place, then to take that and re-energize it for service in a bold new world.

This article is just a beginning, a glimpse of the rich, fertile ground that lies ahead. It is my hope that it has provided grist for the mill as we meet and work together to provide direction and vitality to our profession in the years ahead. I have intentionally stopped short of prescribing specific "ideal" responses to the trends revealed here, abiding by the advice of Ivan Scheier,(1995) who cautioned that it is risky for the futurist to predict how people or organizations will respond to the various options presented to them. I would add that in the new paradigm model of thinking and leading, the futurist serves us best when he or she limits the role to gathering and sharing information. It is always best for the community of readers to take charge of interpreting and applying that information in ways that uniquely serve them. In that spirit, I encourage each of you to discuss the information in this article within your local Dovias, your organizations and your cross-disciplinary networks, and to share your future-oriented strategies with others by writing an article, presenting a workshop, or participating in an on-line discussion.

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Volunteer Administrators Meet Technology

Jayne Cravens

AVA recently asked Jayne Cravens, Manager of the Virtual Volunteering Project, to comment on the effects of technology on the profession of volunteer administration now and into the year 2010. Following are her comments.

Volunteer managers are already under increasing pressure to integrate technology into their work, and that pressure is only going to increase. More and more, volunteer managers must know how to:

- track volunteer information and results of volunteer contributions electronically, and be able to provide volunteer data/statistics to other staff, funders and collaborating organizations;
- communicate with volunteers via many mediums effectively — face-to-face, phone, direct mail, e-mail and the Web;
- allow current volunteers to communicate with the agency and each other via the Internet (And this is one of the scariest technology ideas for many volunteer managers. For one, they fear being overwhelmed with requests from potential volunteers if they allow people to fill out applications online. Also, the idea of letting volunteers communicate with each other in an ongoing basis is difficult and evening frightening for some volunteer managers — not because of the technology, but out of fear what negative information this openness and honesty could bring forth.);
- research information online;
- make connections with colleagues and collaborate online;
- involve online volunteers (virtual volunteering).

Many volunteer managers express fear at having to use technology in their jobs, because they don't feel technologically "savvy" enough. Success in using computers and the Internet in volunteer management comes not from your technological know-how, however, but from your experience and enthusiasm for working with people.

Jayne Cravens is manager of the Virtual Volunteering Projec [http://www.serviceleader.org/vv] at the Charles A. Dana Center at the University of Texas at Austin. She has presented workshops on virtual volunteering, online communities and culture, outreach and community relations, database management, newsletter production, public relations, corporate relations and grant-writing for many national organizations and conferences. She is a member of the Governor's Mentoring Initiative Planning Committee (Texas) and UNESCO's committee on global Internet education and safety. She is a regular contributor to various Internet discussion groups, and facilitates the soc. org. nonprofit newsgroup.

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AVA Board of Directors

Imagine a world where the voluntary sector is an equal player with the public and the private sectors ... where the voluntary sector "lens" is applied to the decision making powers of both government and corporate sectors.

Imagine citizen engagement being a penetrating value in global societies.

What does this rather lofty thinking have to do with AVA and our profession? EVERYTHING!

We are the facilitators of citizen engagement. We are the ones who, through our expertise and our belief in social good, open the door to the people of our communities to become involved. It is through this role that people learn that reaching out to others not only helps to make their community healthier, but also themselves. Increased and effective citizen engagement will strengthen the voice of volunteers and of the voluntary sector.

The mission of AVA speaks to this as it strives to strengthen leadership in volunteerism and to promote the profession — globally!

> *... Think about the impact of a membership 10 times larger than it is today, representing communities from around the world, all working toward the strengthening of volunteerism and the sector.*
>
> *... Think about a globally recognized certification program in which the core competencies set the high standard of excellence for our profession.*
>
> *... Think about the heightened awareness we will gain about the issues affecting our profession and the rich sharing of solutions.*

We are in a profession that is positioned to help shape our societies. **AVA is positioned to support, strengthen and grow that profession.**

The future of AVA is dependent on having the capacity to respond to its members — on continuing our search for strategic collaborations and knowledge — on keeping an open and inquiring mind to the diversity and challenges of today's reality — and primarily on its members through whom AVA's mission can be achieved.

The future of AVA is rich with challenges, and we are poised to meet them through the force generated by a diverse and committed membership. Here is our vision for what lies ahead.

OUR VISION OF AVA

In order to thrive in the years ahead, AVA must be...:

- Able to meet the needs of the full spectrum volunteer administrators, from the new and inexperienced to the highly skilled and experienced
- Flexible and responsive
- Accountable to our members
- A repository and advocate for the basic competencies, ethical principles and best practices of the profession
- International in our thinking, words and action.
- Open to many models and definitions of volunteer administration
- A resource for linking people to each other in order to find the answers to challenges they face in their work — in all types of settings and organizations.
- A willing, proactive partner with other organizations.

Whom Do We Serve?

We serve those who share a commitment to the effective utilization of volunteer resources. We serve members and non-members, the experienced and inexperienced, in all types of settings and organizatoins, around the globe.

Why?

Our work is important to organizations, communities, and the entire world because we...

- Strengthen organizational capacity to utilize volunteer resources;
- Prevent the ineffective involvement of volunteers;
- Enable volunteerism to realize its full potential;
- Mobilize and sustain citizen engagement in their communities;
- Empower volunteers to solve problems and serve the people of the world.

OUR STRATEGIES FOR THE FUTURE

On behalf of the entire profession, AVA is committed to these priorities:

Equip, Support, and Challenge Our Members

1. ***Identify and meet member needs***
   - Gather data on the challenges that members and non-members face in their work
   - Identify or develop products/resources/services to address these challenges
   - Create multiple opportunities for members to obtain resources or information when they need it
   - Create and maintain many opportunities for member dialogue with AVA leadership
   - Communicate with members frequently, clearly and responsively

2. ***Facilitate dialogue and networking among members and practitioners***
   - Engage members in discussion of issues related to our profession and take appropriate organizational action
   - Encourage and support mutual problem-solving
   - Support and develop affiliated networks of professionals

3. ***Advocate for the role of volunteer administration***
   - Articulate the value of our work and disseminate these messages widely
   - Equip colleagues with the skills and tools to advocate for the work they do
   - Collaborate with other organizations committed to competent leadership of volunteers
   - Conduct relevant research

Develop and Promote Standards of Excellence and Competence

1. ***Promote the ethical principles of volunteer involvement***
   - Increase awareness of the importance and relevance of ethical leadership
   - Equip leaders to deal with ethical dilemmas in their work
   - Seek multinational consensus on the AVA Statement of Ethics

"Open dialogue is the key, and AVA is striving to provide as many opportunities for discussion as possible.

This dialogue in turn challenges the board of directors, and can result in business being done differently.

Thus, we remain truly member-driven."

Teresa Gardner-Williams, CVA,
Director at Large

2. ***Expand and enhance the AVA Credentialling Program***
   - Develop and implement a user-friendly, effective process/format
   - Partner with existing certificate and education-based programs
   - Aggressively promote credentialling as valuable professional development

3. ***Promote best practices in volunteer management***
   - Provide information on standards and sources of best practices
   - Recognize individual and organizational examples of excellence
   - Influence curriculum development for emerging leaders and professionals
   - Identify existing standards in various nations and explore multinational consensus

4. ***Develop multiple ways to transfer knowledge and skills to inexperienced leaders***
   - Offer local/regional mentoring opportunities for members
   - Facilitate international exchange among volunteer administrators
   - Identify and publicize existing opportunities for learning
   - Develop materials about the profession where there are gaps

"An organization is only as strong as its foundation. Prudent fiscal management, careful allocation of resources, and wise governance ensure that we operate from a position of strength. With that in place, all else is possible!"

Katie Campbell, Executive Director

Actively Seek and Promote Inclusivity

1. ***Support professional development for all practitioners of volunteer management***
   - Publicize and/or provide professional development opportunities for leaders in all types of organizations and specialties
   - Reduce economic barriers that inhibit access to AVA activities and resources
   - Eliminate communication barriers

2. ***Learn to be global in our thinking, language, attitude, and action***
   - Reflect inclusive content and language in all publications
   - Establish relationships with professional associations in all countries
   - Offer AVA materials in several languages
   - Identify and develop diverse leadership within AVA

"The products we create are not the ends.

They are just the beginning, as we seek multinational consensus on best practices and ethics, promote the use of these resources, and develop new connections.

While geography may define us in some ways, it is we who have the opportunity as colleagues to define the future excellence of volunteer administration globally."

Arlene Cepull, Vice President for Professional Development

Maintain Operational Effectiveness

1. ***Ensure fiscal responsibility***
   - Monitor revenue and expenses
   - Focus agressively on membership recruitment and retention
   - Implement long-term investment strategies
   - Solicit grant funds and comply with grant reporting requirements
   - Conduct annual fundraising event and annual giving campaign

2. ***Ensure appropriate staff resources***
   - Conduct annual assessment of Executive Director
   - Conduct annual assessment of staffing resources and needs

3. ***Practice participatory and responsive governance***
   - Coordinate work of Bylaws Committee
   - Coordinate work of Nominating Committee
   - Maintain high level of diversity among board members
   - Develop & implement multi-year strategic plan

4. ***Manage operations in a consistent, professional and responsive manner***
   - Adhere to policies and procedures, revising as needed
   - Develop efficient internal systems
   - Maintain high level of customer service
   - Update technology as needed

"On the waves of civic engagement, volunteering is a hot issue around the globe!

We must see the diversity of organizational, sectoral and cultural contexts in which it is happening, and embrace them.

If AVA can actively seek and promote diversity, both within its own membership and through outreach to organizations and nations, we can play a leading role in shaping the future!"

Lucas Meijs, Director at Large

OUR VALUES

These principles guide our work, both within AVA and our home organizations. As a membership association, we seek to establish a productive, enjoyable work environment. We do so while remaining committed to the vision and mission of our organization and acting in a fiscally responsible manner. We do so with respect for the following values.*

I. CITIZENSHIP AND PHILANTHROPY

We accept responsibility for the perpetual development of a personal, coherent philosophy of volunteerism and for helping create a social climate through which human needs can be met and human values can be enhanced.

II. RESPECT

We promote the involvement of persons in decisions which directly affect them and empower them to perform the work once assigned.

We promote understanding and the actualization of mutual benefits inherent in any act of volunteer service.

We develop volunteer programs and initiatives that respect and enhance human dignity.

We respect the privacy of individuals and seek to safeguard information received as confidential.

We work with individuals from a diversity of backgrounds, thus gaining a greater understanding and respect for the full range of human potential.

III. RESPONSIBILITY

We develop volunteer programs that enhance and extend the work of the organization's paid staff.

We contribute to the credibility of the profession in the eyes of those it serves.

We are reliable, careful, prepared, and well informed in all aspects of our work.

We pursue excellence even when resources are limited and will seek to overcome obstacles when presented.

We commit to improving our knowledge, skills, and judgments.

We commit to reflective decision making with the intent of advancing the long term greater good.

IV. CARING

We are kind, compassionate, and generous in all actions to minimize harm.

V. JUSTICE AND FAIRNESS

We maintain an open and impartial process for collecting and evaluating information critical for making decisions.

We have impartial and objective standards that avoid discriminatory or prejudicial behaviors.

We treat all individuals with whom we work equitably.

VI. TRUSTWORTHINESS

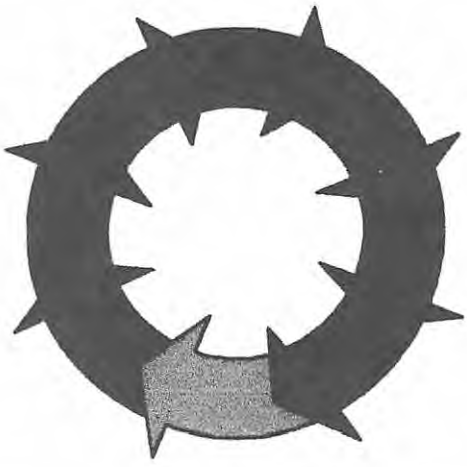
We are committed to truth based on the premise of open and honest interaction.

We operate sincerely and non-deceptively and promote this principle throughout the organization.

We are committed to fairness and forthrightness.

We are reasonable, realistic, and professional in determining the appropriateness of expectations or requests.

**Based on the AVA Statement of Professional Ethics in Volunteer Administration, © 1999.*



In order to better serve its members and to be more inclusive in recruiting new members, the AVA Board of Directors formed a Pluralism Strategy Committee to help direct the organization in reaching out to volunteer managers from communities not active in AVA. In January 1998 the board adopted the following Statement of Inclusiveness to help guide the organization into the next century.

STATEMENT OF INCLUSIVENESS

The Association for Volunteer Administration (AVA) embraces a philosophy that recognizes and values inclusiveness and openness. It is committed in the broadest sense to diversity reflecting the demographics of the communities in which its members serve. This principle applies to the involvement of people as members, to leadership roles, and to the promotion of the profession.

AVA will promote professionalism and strengthen leadership in volunteerism and provide opportunities for all segments of our profession to work together to identify the needs of the profession.

AVA has a responsibility to educate and to learn from the international community about issues/problems that affect the profession as well as to seek their participation in finding solutions.

AVA works in partnership with local professional organizations in a spirit of cooperation, mutual trust and respect.

AVA defines diversity in broadest terms. AVA intends and desires to be inclusive of all individuals regardless of their race, color, religion, national origin, ancestry, age, gender, sexual orientation, marital status, medical condition, physical or mental disability, socio-economic status, political affiliation or geographic location.

THE JOURNAL
OF
VOLUNTEER
ADMINISTRATION

A publication of the Association for Volunteer Administration
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GUIDELINES FOR SUBMITTING MANUSCRIPTS

I. CONTENT

A. THE JOURNAL OF VOLUNTEER ADMINISTRATION provides a forum for the exchange of ideas and the sharing of knowledge and inspiration about volunteer administration. Articles may address practical concerns in the management of volunteer programs, philosophical issues in volunteerism, and significant applicable research.

B. Articles may focus on volunteering in any type of setting. In fact, THE JOURNAL encourages articles dealing with areas less visible than the more traditional health, social services, and education settings. Also, manuscripts may cover both formal volunteering and informal volunteering (self-help, community organization, etc.) Models of volunteer programming may come from the voluntary sector, government-related agencies, or the business world.

C. Please note that THE JOURNAL deals with volunteerism, not voluntarism. This is an important distinction. For clarification, some working definitions are:

volunteerism: Anything related to volunteers, volunteer programs, or volunteer management, regardless of funding base (including government-related volunteers).

voluntarism: Anything voluntary in society, including religion. The term basically refers to *voluntary agencies* (with volunteer boards and private funding) that do not always involve volunteers.

If this distinction is still unclear, feel free to inquire further and we will attempt to categorize your article for you.

II. PROCEDURE

A. Author must send four (4) copies of the manuscript for review.

B. Manuscripts may be submitted at any time during the year. THE JOURNAL is published quarterly: *fall, winter, spring* and *summer.*

C. In addition to four copies of the manuscript, author must send the following:

1. a one-paragraph biography of not more than 100 words, highlighting the author's background in volunteerism;

2. a cover letter authorizing THE JOURNAL to publish the submitted article, if found acceptable;

3. an abstract of not more than 150 words;

4. mailing address(es) and telephone number(s) for each author credited;

5. indication of affiliation with the Association for Volunteer Administration or other professional organization(s). This information has no impact on the blind review process and is used for publicity and statistical purposes only.

D. Articles will be reviewed by a panel of editorial reviewers. The author's name will be removed prior to review to ensure full impartiality.

1. Author will be notified in advance of publication of acceptance of the article. THE JOURNAL retains the right to edit all manuscripts for mechanics and consistency. Any need for extensive editing will be discussed with the author in advance. Published manuscripts will not be returned and will not be kept on file more than one year from publication.

2. If a manuscript is returned for revisions and the author subsequently rewrites the article, the second submission will be re-entered into the regular review process as a new article.

E. Authors of published articles will receive two complimentary copies of the issue of THE JOURNAL carrying their article.

F. Copyright for all published articles is retained by the Association for Volunteer Administration. After publication in THE JOURNAL OF VOLUNTEER ADMINISTRATION, authors have the right to use articles they wrote in any way they wish subject to their acknowledging original publication in THE JOURNAL OF VOLUNTEER ADMINISTRATION, a publication of the Association for Volunteer Administration. No reproduction allowed without a complete credit line that also includes the author(s) name(s), exact title as published, issue, and year of publication. Written permission from the Editor-in-Chief is needed to post to the World Wide Web.

III. STYLE

A. Manuscripts should be 10 to 30 *pages* in length, with some exceptions.

B. Manuscripts should be typed, double-spaced, on 8 1/2" x 11" paper.

C. Authors will be asked to submit the final version of a publishable article on a 3 1/2" high-density disk formatted in WordPerfect 5.2 or Microsoft Word 5.0 for Windows, or any text-based program for Macintosh since this publication is produced in QuarkXpress 3.32 on Macintosh.

D. Manuscripts should be submitted with a title page containing title and author(s) name(s) that can be removed for the blind review process. Author name(s) should not appear on the text pages, but the article title must be shown or key word used at the top of each text page.

E. Endnotes, acknowledgments, and appendices should appear at the end of the manuscript, followed by references and/or a bibliography completed in an accepted form and style.

F. Author is advised to use non-sexist language. Pluralize or use "s/he."

G. THE JOURNAL prefers authors use language accessible to the lay reader.

H. First person articles may be acceptable, especially if the content of the article draws heavily upon the experiences of the author.

I. The author is encouraged to use interior headings to aid the reader in keeping up with a lengthy article. This means breaking up the text at logical intervals with introductory titles. Refer to issues of THE JOURNAL for sample headings.

J. Illustrations (photographs, artwork) will be used only in rare instances in which the illustrations are integral to the content of the article. Generally such artwork will not be accepted.

K. Figures and charts should be submitted only when absolutely necessary to the text of the manuscript.

L. General format for THE JOURNAL is in accordance with the *Publication Manual of the American Psychological Association* (4th ed.), American Psychological Association, Washington, DC, 1995.

IV. GUIDE TO PUBLISHING A TRAINING DESIGN

When submitting a training design for publication in THE JOURNAL, please structure your material in the following way:

ABSTRACT

TITLE OR NAME OF ACTIVITY

GROUP TYPE AND SIZE: This should be variable so that as many groups as possible can use the design. Optimum group size can be emphasized or ways to adapt the design to various group sizes can be described.

LEARNING OBJECTIVES: One or more sentences specifying the objectives of the activity.

TIME REQUIRED: Approximate time frame.

MATERIALS: List all materials including props, handouts, flip charts, magic markers, and audio-visual equipment.

PHYSICAL SETTING: Room size, furniture arrangement, number of rooms, etc.

PROCESS: Describe in detail the progression of the activity, including sequencing of time periods. Use numbered steps or narrative, but clarify the role of the trainer at each step. Specify instructions to be given to trainees. Include a complete script of lecturettes plus details of the processing of the activity, evaluation, and application. If there are handouts, include these as appendix items.

VARIATIONS: If other ways of conducting the design are applicable, describe briefly.

If possible, include references showing other available resources.

THE JOURNAL OF VOLUNTEER ADMINISTRATION welcomes your interest in our publication. We are ready and willing to work collaboratively with authors to produce the best possible articles. If your work is not accepted on the first try, we encourage you to rewrite your manuscript and resubmit.

Further questions may be directed in writing to the Editor-in-Chief in care of the Association for Volunteer Administration. Association for Volunteer Administration, PO Box 32092, Richmond, VA 23294 USA Phone/ (804) 346-2266 Fax/ (804) 346-3318 E-mail/ avaintl@mindspring.com Website/www.avaintl.org

MEMBERSHIP APPLICATION

Mr. / Ms. _____ Title _____

Organization _____

Address _____

City _____ State/Province _____

Zip/Postal Code _____ Country _____ E-mail _____

Phone (work) _____ Fax _____

♦ Would you like a "letter of investment" sent to your supervisor, acknowledging your AVA membership and your commitment to professionalism in volunteer management?
If so, please provide your supervisor's name, title and mailing address:

_____

♦ Please indicate what type of organization/setting you represent (check 1 or 2 categories):
(This information will be used in the Member Directory to identify affinity groups.)

- ☐ Arts/ Museum/ Cultural Organization
- ☐ Corporation/Business
- ☐ Courts/Corrections/Crime Prevention
- ☐ Foundation
- ☐ Health/Hospital
- ☐ Local Government
- ☐ Mental Health/Substance Abuse
- ☐ Military
- ☐ Multi-Service Community/Neighborhood Organization
- ☐ Professional Association/Network
- ☐ Public Safety/Fire Service/Law Enforcement
- ☐ Recreation/Park/Natural Resources
- ☐ Religious Institution/Faith-Based
- ☐ School/Higher Education/Library
- ☐ Senior Services
- ☐ Services for Persons with Disabilities
- ☐ Services for Youth/Youth Development
- ☐ Social Services
- ☐ Training/Consulting
- ☐ Volunteer Center/State Office/Regional or National Volunteerism Organization
- ☐ Other: _____

♦ Please indicate the sector of which your organization is a part:

☐ Non-Profit ☐ Public (Government) ☐ For-Profit

(continued on other side)

MEMBERSHIP APPLICATION (continued)

Membership options are shown below. Consider which benefits are of most interest to you. All prices are in U.S. dollars, and all payments MUST be made in U.S. currency.

♦ **Basic Individual Membership: $40.00** **$40.00**

Includes:
Bimonthly newsletter & other special member mailings
Discount on International Conference on Volunteer Administration fees
Discount on certification fees (current value = $200)
Current information on salary studies, software, recognition sources, publications, etc.
Advance invitation to submit proposals to present a session at the annual conference
Discounts on business-related subscriptions, products and services (varies annually)
Certificate of Membership
Professional issues updates
Voting and office-holding privileges
Opportunities for personal and professional growth through committee work and projects
Eligibility to receive and nominate annual Volunteer Administrator Award

♦ **Value Benefits Package: $65.00 (available only in addition to Basic Membership)** $_____

Includes:
AVA Member Directory
Subscription to AVA's *Journal of Volunteer Administration*

Plus your **choice of one** of the following (please check one):
___ AVA's *Statement of Professional Ethics* publication (current edition)
___ *Portrait of a Profession: An Overview*
___ Framed poster of the Ethical Principles of Volunteer Administration

♦ **Single Purchase Benefits (in addition to Basic Membership fee):**

- ♦ AVA Member Directory: **$25.00** $_____
- ♦ Subscription to AVA's *Journal of Volunteer Administration*: $_____
  $40.00 (U.S.) **$45.00** (Canada & Mexico) **$55.00** (Other countries)
- ♦ AVA's Statement of Professional Ethics publication: **$10.00** $_____
- ♦ *Portrait of a Profession*: **$5.00** $_____
- ♦ Framed poster of the Ethical Principles of Volunteer Administration: **$10.00** $_____
- ♦ AVA lapel pin: **$5.00** $_____

TOTAL DUE ($40 plus any additional benefits being purchased): $_____

Method of Payment: ☐ CHECK Enclosed (Payable to AVA in U.S. dollars only. FID# 23-7066215)

☐ CHARGE: ____Visa ____MasterCard ____American Express

Card #:_____ Exp. Date:_____ Signature: _____

Please send application & payment to: AVA, P.O. Box 32092, Richmond, VA 23294 USA
Phone: 804-346-2266 Fax: 804-346-3318 avaintl@mindspring.com
Thank you.

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